Ministry of Education

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Anthony J. Brummet
Minister of Education

To the Honourable Robert Rogers
Lieutenant-Governor of the Province of British Columbia

MAY IT PLEASE YOUR HONOUR:

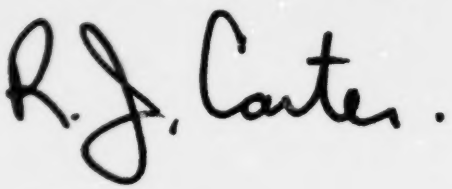
I have the honour and duty to present the One Hundred and Fifteenth Annual Report of the Ministry of Education, covering the period from July 1, 1985 to June 30, 1986.

Anthony J. Brummet
Minister of Education

Preface

The 1985/86 edition of the Annual Report of the Ministry of Education continues the theme started last year. The report is related to the achievement of the goals of education, rather than to the administrative divisions within the ministry.

The challenge over the past two years has been to reorganize the data, its collection and display. The increased number of graphs, charts and tables are meant to help the reader understand how well the goals of education are being achieved in British Columbia. A great deal of historical and comparative information has been provided which we hope will lead to a better understanding of our education system, how it is funded and how it operates.



R. J. Carter
Deputy Minister

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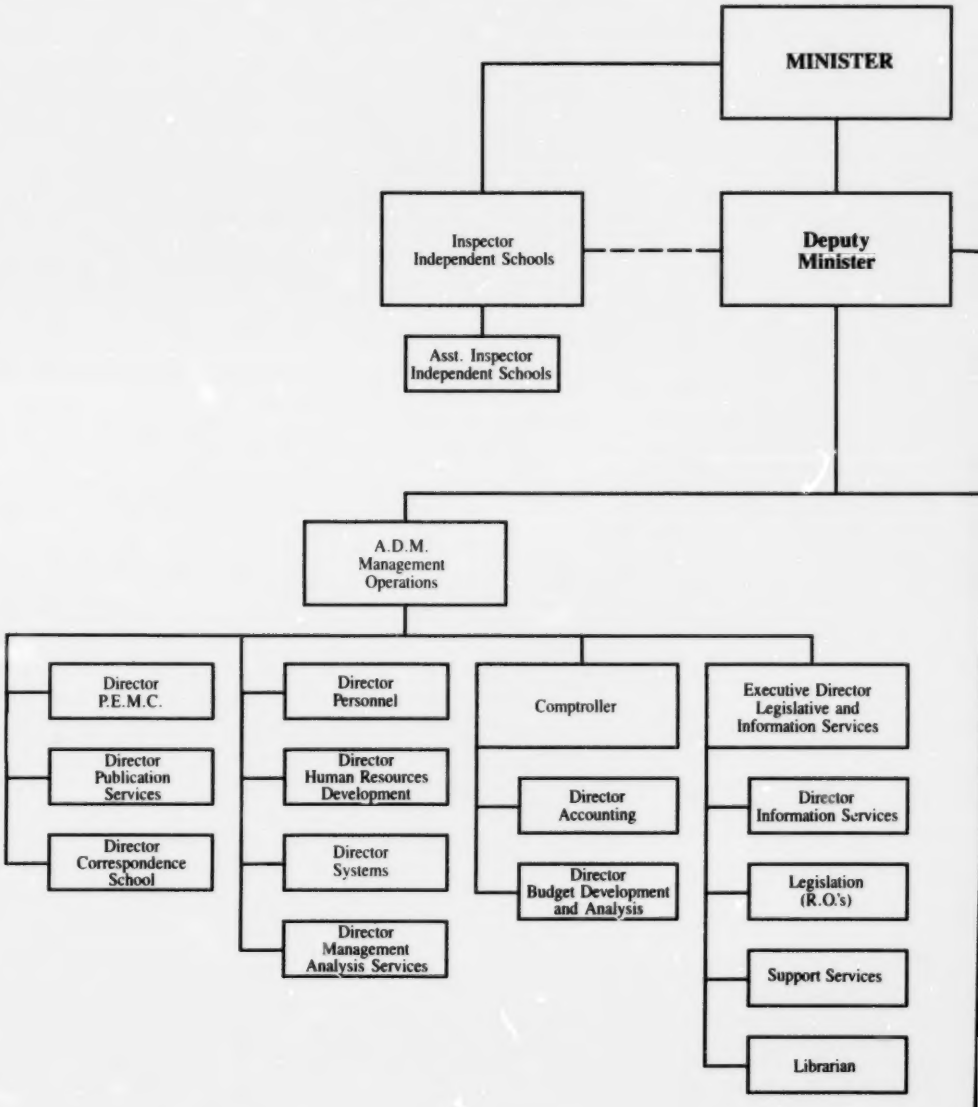
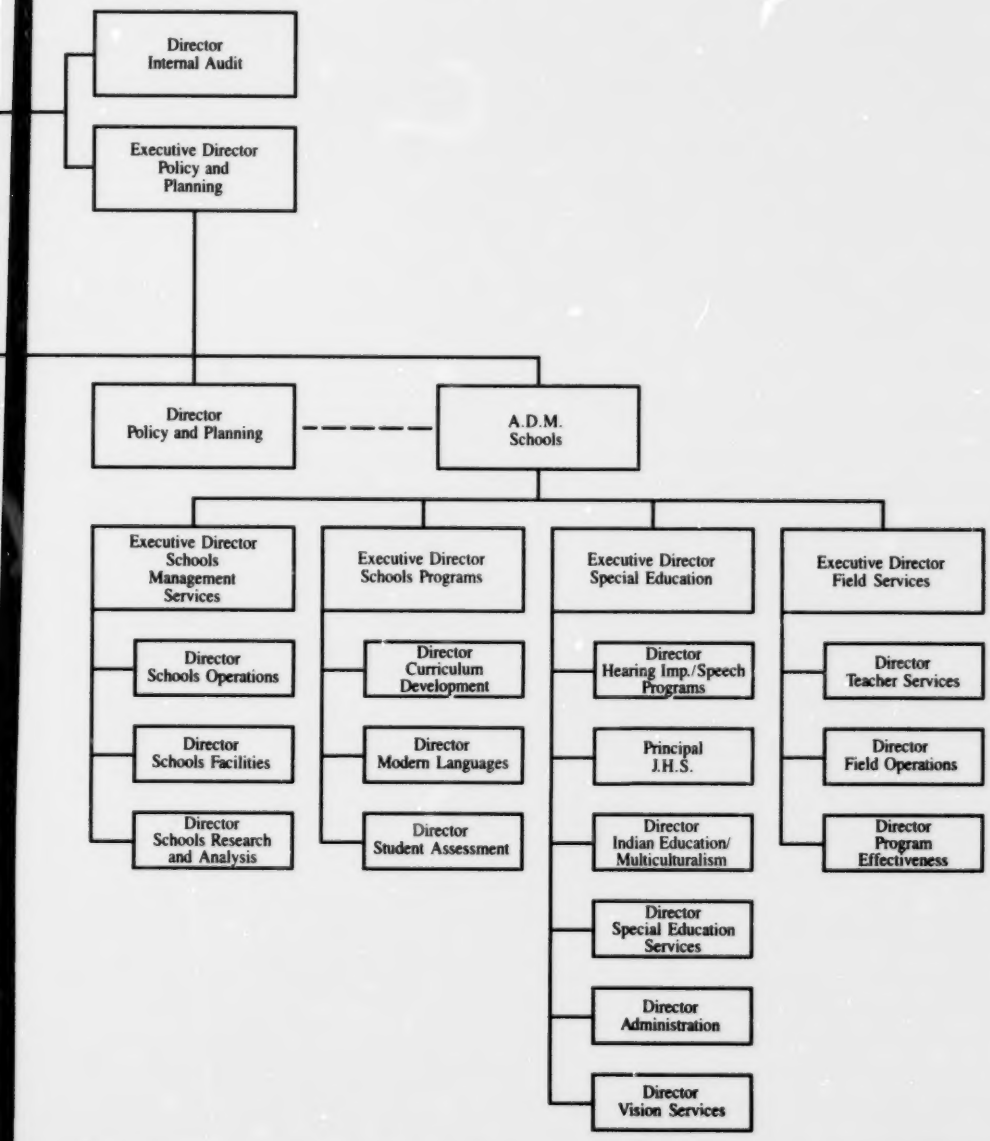
Organization Chart

Ministry of Education
As of June 30, 1986




Director
Internal Audit
Executive Director
Policy and
Planning
Director
Policy and Planning
A.D.M.
Schools
Executive Director
Schools
Management
Services
Director
Schools Operations
Director
Schools Facilities
Director
Schools Research
and Analysis
Executive Director
Schools Programs
Director
Curriculum
Development
Director
Modern Languages
Director
Student Assessment
Executive Director
Special Education
Director
Hearing Imp./Speech
Programs
Principal
J.H.S.
Director
Indian Education/
Multiculturalism
Director
Special Education
Services
Director
Administration
Director
Vision Services
Executive Director
Field Services
Director
Teacher Services
Director
Field Operations
Director
Program
Effectiveness

Ministry Personnel as at June 30, 1986

Minister's Office

Minister of Education
The Honourable J. J. Hewitt, R.I.A.

Deputy Minister's Office

Deputy Minister of Education
R. J. Carter, B.A., M.Ed.

Assistant Deputy Minister — Schools Department
J. R. Fleming, B.A.

Assistant Deputy Minister — Management Operations Department
C. Daneliuk, B.A., B.Ed., M.Ed.

Executive Director, Policy and Planning
P. J. Adams, B.Sc., M.Sc.

Director, Schools Policy and Planning
M. C. Shoop, B.A., M.A.

Director, Internal Audit Services
G. Gamble, R.I.A.

Executive Coordinator
W. Stavdal, B.A.

Independent Schools

Inspector of Independent Schools
G. G. Wall, B.A., B.P.E., M.Ed.

Assistant Inspector of Independent Schools
G. W. J. Ensing, B.A., M.Ed.

Schools Department

Assistant Deputy Minister
J. R. Fleming, B.A.

Programs Division

Executive Director, Programs
J. J. Mussio, B.Sc., M.A., Ph.D.

Director, Curriculum Development
R. M. Overgaard, B.A., M.Ed.

Assistant Director, Curriculum Development
M. Hoebel, B.A., Ph.D.

Assistant Director, Curriculum Development
J. K. Mills, B.Sc., M.A.

Acting Assistant Director, Curriculum Development
R. Syme, B.A.

Director, Modern Languages Services
G. Mills, B.Ed., Ph.D.

Director, Student Assessment
B. C. Carbol, B.Ed., M.Ed., Ph.D.

Assistant Director, Administration
R. L. Connolly, B.A., Dip. Pub. Admin.

Assistant Director, Examinations
K. Pain, B.A., M.A., Ph.D.

Assistant Director, Learning Assessment
M. J. Kozlow, B.Ed., M.Ed., Ph.D.

Division of Field Services

Executive Director, Field Services
W. J. Desharnais, B.A., M.Ed.

Director, Field Operations
D. R. Smyth, B.P.E., M.Ed.

Assistant Director, Field Operations
P. D. McMuldroch, B.A., M.Ed.

Director, Program Effectiveness
W. Taylor, B.Ed., M.Ed.

Acting Director, Teacher Services
E. D. Cherrington, B.A., Dip. Ed., Dip. Pub. Admin.

District Superintendent, Central Coast
T. Good, B.A., M.Ed.

District Superintendent, Southern Okanagan
W. B. Johnston, B.Ed., M.Ed.

District Superintendent, Keremeos
M. Roscoe, B.A., M.A.

Division of Special Education

Executive Director, Special Education
D. L. Hartwig, B.A.

Director, Indian Education
T. G. Ellwood, B.Ed., M.Ed.

Director, Special Education Services
C. Soler, B.A., M.Ed.

Director, Administration
P. A. Jackson, B.Ed., M.Ed.

Director, Vision Services
E. Y. P. Lau, B.A., M.Ed.

Director, Hearing Impaired and Speech Programs
H. Minto, B.Ed., M.Ed.

Principal, Jericho Hill School for the Deaf
H. I. Adams, B.A., Dip. Deaf Educ.

Vice Principal, Jericho Hill School for the Deaf
N. E. Miller, B.A., M.A.

Division of Schools Management Services

Executive Director, Schools Management Services
B. D. Anderson, B.Ed., M.Ed., Ph.D.

Acting Director, Schools Operations
L. A. Rudosky, C.G.A.

Acting Director, Schools Research and Analysis
I. J. Cameron, B.Ed., M.Ed., Ed.D.

Director, Schools Facilities
K. C. Starling

Management Operations Department

Assistant Deputy Minister
C. Daneliuk, B.A., B.Ed., M.Ed.

Executive Director, Legislative & Information Services
J. Walsh, B.Sc., M.Ed.

Director, Information Services
J. M. Birch, B.A.A. (Journ.), M.B.A.

Librarian
N. Lofthouse, B.A., M.L.S.

Acting Manager, Support Services
Clare Hughes, B.A., Dip. Ed.

Ministry Comptroller
R. W. Buckingham, B.Comm, C.A.

Director, Accounting Services
S. W. Woodward, Dip. Bus. Admin., R.I.A.

Acting Director, Budget Development and Analysis
C. L. Clark, B.A., M.P.A.

Director, Personnel Services
J. A. Holmes, Dip. Public Admin.

Personnel Officer
D. J. Wright, B.Comm.

Director, Human Resource Development
D. E. Newman, B.Ed., M.Ed.

Director, Systems Services
J. Roche, B.Sc.

Director, Management Analysis Services
M. A. Rhodes, C.D., B.A., M.P.A.

Director, Correspondence Education
W. B. Naylor, B.A., M.Ed.

Assistant Director, Correspondence Education
E. Walker, B.A., M.A., Dip. Ed., Dip. Pub. Admin.

Director, Provincial Educational Media Centre
W. L. Groutage, B.A.

Director, Publication Services Branch
P. J. Northover, B.A., B.Comm., M.B.A.

Assistant Director, Publications Branch
G. Howard, F.I.C.B.

Introduction

The Education System

The Ministry of Education was active in three main areas during 1985/86 : public school education (and independent schools), post-secondary education and ministry operations and support services.

Post-secondary education moved from the Ministry of Education to the Ministry of Post-Secondary Education in March 1986 (now the Ministry of Advanced Education and Job Training). This report deals only with the kindergarten to grade 12 portion of the provincial education system. Information on the post-secondary system, for the period July 1, 1985 to June 30, 1986, will be made available by the new Ministry of Advanced Education and Job Training.

In 1985/86, the 75 school districts in the provincial school system contained 1,548 schools. One hundred sixty-seven classified independent schools received government grants.

There are three provincial statutes that have a direct impact on the system, 19 other provincial statutes that have an indirect impact, and seven federal statutes that are of major significance. These statutes are set out in Figure 1.1 on page 12.

Mission, Goals and Objectives of Ministry

The mission and goals of the Ministry are constantly evaluated against current community needs. In January, 1985 the Ministry defined its goals in a working mission statement as follows:

> The British Columbia Ministry of Education ensures that the Province's education system gives students an opportunity to receive a quality education in a cost-effective manner. The Ministry will provide leadership and encouragement to the education agencies in British Columbia, set an overall direction for the education system and focus on the following areas of high level provincial concern:
>
> — program direction, development and implementation;
>
> — finance and facilities management;
>
> — student access, achievement and preparation for a role in society;
>
> — teaching/instructional performance, including public schools teacher preparation, certification and professional performance.

The goals of the Ministry stemming from the mission statement are:

1. to establish and maintain high quality education in basic programs and appropriate opportunities in a broad range of optional programs;
2. to ensure effectiveness, economy and efficiency in the provision of education and in the management of the Ministry of Education;
3. to ensure that the system of governance is such that the goals of the system may be achieved;

4. to foster a climate of innovation and vitality;
5. to establish and maintain effective representation or relationships with other ministries and agencies of the Province of British Columbia in the furtherance of provincial goals;
6. to represent the Province of British Columbia in the protection and maintenance of its relative position in educational matters relating to agreements on finance or governance with other provinces or Canada, in the province's jurisdiction and powers under the Constitution in the furtherance of legitimate educational aspirations, and in active pursuit of cooperative ventures of educational benefit with other Provinces, Canada, or other nations.

Figure 1.1 Statutes related to the activities of the Ministry of Education, June 30, 1986

(A) British Columbia Provincial Legislation Administered by Ministry, June 30, 1986*

STATUTE	PURPOSE
School Act	Governs the management of the B.C. public school system including powers and duties of school boards, health, pupil attendance, teacher appointments, salary bargaining, curriculum, capital finance and learning assessment.
Education (Interim) Finance Act	Governs the operational or non-capital financing of the B.C. public school system.
School Support (Independent) Act	Governs the financial basis of government funding to independent schools.

Note: Other lesser known statutes administered by the Ministry are the *School District Housing Act* and the *Music Teachers (Registered) Act*.

*On February 11, 1986 Order-in-Council 250/86 established the Ministry of Post-Secondary Education.
On March 5, 1986 Order-in-Council 465/86 transferred
(1) all powers and duties assigned by law under the *College and Institute Act* and the *Institute of Technology Act* from the Minister of Education to the Minister of Post-Secondary Education.
(2) the duties and functions under the *College and Institute Act* and the *Institute of Technology Act* from the Ministry of Education to the Ministry of Post-Secondary Education.

(B) Provincial Legislation Having an Impact on the Ministry, 1985/86

Auditor General Act
Compensation Stabilization Act
Employment Standards Act
Financial Administration Act
Financial Information Act
Health Act
Home Owner Grant Act
Human Rights Act
Labour Code Act
Municipal Act
Pension (Public Service) Act
Pension (Teachers) Act
Public Sector Restraint Act
Public Service Act
Purchasing Commission Act
School District Capital Finance Act
Supply Act
System Act
Young Offenders (British Columbia) Act

(C) Federal Legislation Having an Impact on Education, 1985/86

Canadian Human Rights Act
Department of Indian Affairs and Northern Development Act
Indian Act
Metric Conversion Act
Official Languages Act
Statistics Act
Young Offenders Act
(There is also a provincial Act with a similar name)

THE SCHOOL SYSTEM

Public School Education

The Public School System

Administration

British Columbia's public school system is administered by 75 school boards, each of which is responsible for ensuring that the educational and financial operation of its district is undertaken in an appropriate manner.

Curriculum

School curriculum is divided into two components, elementary (kindergarten to grade 7) and secondary (grades 8 to 12). The secondary portion is further split into junior secondary (grades 8 to 10) and senior secondary (grades 11 to 12) portions. The grade structure in schools does not necessarily follow these configurations. Responsibility for programs is shared between the Ministry of Education and the school districts.

Program Direction (Curriculum Changes)

Mandate

The Ministry of Education is responsible for developing all provincially prescribed and authorized curriculum used in elementary and secondary schools. The provincial curriculum is presented in the form of subject area curriculum guides, for further development and implementation at the district, school, and classroom levels. Publications containing teaching suggestions and references to supplementary print and non-print learning materials for many subjects are also produced by the Ministry in order to assist teachers to implement the provincial curriculum.

Elementary K-7

Kindergarten

The Kindergarten Curriculum Guide was developed following a 1980 provincial assessment of Kindergarten programs and made available for use in September 1985. Response from educators in British Columbia and across Canada has been positive.

Language Arts

The language arts consist of reading, language, spelling, literature and general oral and written communication skills. Its curriculum has been in place since 1982, following a three-year phase-in period. In 1986, a curriculum review process will begin to evaluate this program and identify methods of enhancing it. As part of this review, a Language Arts Advisory Committee will be formed during the 1986/87 school year to identify possible directions for language arts revision.

Mathematics

A proposed curriculum for grades 1 to 12 was issued in September, 1985, following a two-year development period. Committees of teachers and university specialists based their recommended changes on two provincial assessments of mathematics, the recent international assessment of mathematics, and the research literature. Among the proposed changes affecting the elementary program are:

1. increased emphasis on problem solving throughout the curriculum;
2. increased time devoted to Geometry;
3. teaching of probability and statistics at all grade levels;
4. use of decimal fractions at grade 1 to 7 levels for most work, with simple fractions introduced at the elementary level, and complicated fractions delayed until junior secondary (grades 8 to 10); and
5. introduction of calculators at all grade levels to check manual computations, to handle complex computations and to assist with problem solving.

Suggestions and recommendations received from mathematics educators in response to the draft curriculum, were carefully considered by the revision committees as they worked on the manuscript for the Mathematics Curriculum Guide. The final Mathematics Curriculum Guide 1-8 will be distributed in the spring of 1987. Implementation of the revised curriculum is scheduled to start in September, 1987.

Social Studies

A revised social studies curriculum was issued to elementary schools in 1982. Two resource books and an accompanying kit have been developed to provide additional support. New student textbooks for the program were distributed to schools beginning September, 1983, with a completion date set for 1987. Many of these student materials were developed specifically to support the revised curriculum.

Fine Arts

A revised elementary fine arts curriculum was issued in 1985. Learning resources to support the new curriculum have been phased-in over two years. In addition, as a result of input from teachers and music specialists cassette tapes to support the music component have been added to the initial package of learning resources.

Secondary 8–12

A priority of the Curriculum Development Branch has been continued implementation of the revised graduation requirements announced by the Minister of Education in October, 1984. To aid students in the transition to these new requirements each grade 10 pupil was provided with the second edition of a planning booklet entitled *10 Plus*.

English

Teacher orientation and in-service training continued in two new alternate senior English courses, Communications 11 and 12. These courses represent an effort by the Ministry to provide challenging programs for those students who have difficulty meeting the expectations of English 11 and 12.

Mathematics

Curriculum committees have developed proposed changes to the mathematics secondary curriculum. As with the elementary program, these changes are based on a series of province-wide assessments and research, as well as the results of the International Mathematics Assessment. In addition, mathematics educators have been invited to respond to draft secondary course materials. Among the changes proposed:

1. greater emphasis on problem-solving at all secondary grade levels with geometry being used to develop logical thinking skills and problem-solving abilities; and
2. specific curriculum for students experiencing difficulties in mathematics at the junior secondary level.

The revised secondary courses are scheduled to be phased-in beginning in September, 1987.

Social Studies

A new social studies curriculum is being phased into grades 8 to 11. It focuses on students' understanding of both geography, and Canadian and World history. The new curriculum also encourages students to analyze current issues confronting Canada and its world partners. Teacher orientation and in-service training are ongoing.

The History and Geography 12 curricula revisions currently under way are scheduled to be completed for the 1988/89 school year.

Science

Curriculum work in science is concentrated on grades 8 to 12. The junior secondary level (grades 8 to 10) is in the second year of a three year implementation period. This curriculum, which is based on previous provincial assessments and current research, emphasizes both the development of attitudes and thinking skills as well as the acquisition of content knowledge. The former curriculum placed a greater emphasis on content knowledge.

At the senior secondary level (grades 11–12), a revision of Biology 11 and 12 has been completed and is scheduled for implementation in September 1986. Chemistry 11 and 12 are also being revised for school use beginning September, 1987.

A new science course, Science and Technology 11, continues to be developed: however its first phase will be implemented in September, 1986. This course is designed to provide the student facing new graduation requirements with another science option. The course is organized in a manner that flexibly accommodates variations in teaching skills and facilities available in schools.

Computer Science

During 1984/85, Computer Science went through its orientation and in-service phase allowing teachers to become more familiar with the course. In addition, a final curriculum guide/resource book was produced and will be released to teachers in the fall of 1986. Student enrollments in the new course continue to exceed expectations.

English as a Second Language

A resource book providing suggested administrative and instructional strategies for use with students learning English as a Second Language has been developed and will be distributed in 1986.

Family Management 11 and 12

In October, 1986, a curriculum guide entitled *Family Management 11 and 12* will be delivered to secondary schools. Family management is a new Home Economic program which replaces both Housing and Interior Design 12 and Family Studies 12. The two new courses incorporate features of the old programs. Family Management investigates the processes and skills involved in successfully participating in family life.

Consumer Education 11

Work began on an updated Consumer Education 11 Curriculum Guide and Resource Book, scheduled for delivery to schools in the sping of 1987. Consumer Education is to be taught in grade 11 instead of grade 12 beginning in September 1986.

Curriculum Development Overview

Table 2.1 gives details of curriculum development activities from 1980 to 1986, and the work done during that time.

Table 2.1
Curricula Introduced Since 1980

SUBJECT AREA	CURRICULUM GUIDE PRODUCED	RESOURCE BOOK Produced
Acting 11–12	X	X
Agriculture 9–12	X	X
Art 8–12	X	X
Biology 11 and 12	X	*
Business Education 9–12		
General Business	X	*
Office Procedures/Business Comm.	X	*
Shorthand	X	*
Typewriting	X	*
Marketing	X	*
Career Preparation 11 and 12		
Hospitality/Tourism Industry		
(Food Services)	X	*
(Tourist Services)	X	*
Mechanics	X	*
Metal Fabrication	X	*
Communications 11 and 12	X	X
Composition 11	X	*
Computer Awareness	*	X
Computer Science 12	X	*
Computer Studies 11	X	*
Computer into the Classroom K–7	*	X
Consumer Education 12	X	*
Directing and Scriptwriting 12	X	*
Early French Immersion 1–3	X	*
Elementary Fine Arts 1–7	X	*
EFSL 4–7	X	*
ESL 1–7	*	X

* Resource books are currently being developed or are not required at this time.

Figure 2.1
Curricula Introduced Since 1980—Continued

SUBJECT AREA	CURRICULUM GUIDE PRODUCED	RESOURCE BOOK PRODUCED
Family and Home Management 11	X	*
French 8–12	X	*
Kindergarten	X	X
Late French Immersion	X	*
Math Problem Solving	*	X
Music 8–12	X	*
Physical Education 8–11	X	*
Physical Education 11–12	*	*
Physics 11	X	*
Physics 12	X	*
Programme Cadre 1–7	X	*
Science 8–10	X	X (2)
Science & Technology 11	X	X
Social Studies 1–7	X	X (2)
(2)Spanish 9–12	X	*
Stagecraft 11 and 12	X	X
Writing 12	X	*

Special Publications:
- Core Curriculum supplement for Mentally Handicapped Students
- Enrichment and Gifted Education Resource Book
- Enrichment Materials K–12 Hearing Impaired Resource Book
- Metrics in the Schools — Handbook
- Native Indian Language Arts Resource Book
- Visually Impaired Resource Book
- Resource Centre — Learning Disabled Children
- Orientation Mobility (Visual Impaired) Resource Guide
- Visual Impaired Children — Regular Classroom
- Hearing Impaired Children — Regular Children.

Source: Curriculum Development Branch.
* Resource books are currently being developed or are not required at this time.

Facilities Management and Finance

Mandate

The Ministry is responsible for the provincial components of the facilities and financial aspects of the public schools system. This section of the report describes activities in those areas.

Facilities

In conjunction with school districts, the Schools Facilities Branch produces a capital budget intended to: (1) provide equipment and transportation requirements of the

provincial school system; (2) maintain existing facilities and construct new buildings as required; and (3) correct unsafe conditions and/or prevent deterioration of a facility.

Table 2.2 details the number of schools operating in British Columbia since 1981/82. Due to the introduction of the new Financial Management System in 1983 which significantly altered the budget reporting structure, it is difficult to provide historical comparisons of the costs. However, in the 1985 calendar year, the cost of operating and maintaining these schools was $245.2 million.

The variation in the number of schools reflects the change in enrolment over the period shown.

Table 2.2
Number of Schools — By Grade Configuration 1981/82 to 1985/86

YEAR	ELEM (K-7)	EL-JR (K-10)	EL-SEC (K-12)	JR SEC (8-10)	SEC (8-12)	SR SEC (11-12)	SUB-TOT.	OTHER PROGS.	TOTAL
1981/82	1,215	65	42	103	159	29	1,613	0	1,613
1982/83	1,201	70	40	95	170	22	1,598	15	1,613
1983/84	1,200	65	41	88	171	18	1,583	18	1,601
1984/85	1,156	68	34	87	176	15	1,536	28	1,564
1985/86	1,147	68	30	88	171	15	1,519	29	1,548

Note: "Other Programs" include rehabilitation & containment centres, alternate facilities,etc. The number of schools may be different than previous reports due to a correction in the reporting process.
Source: Schools Research & Analysis.

Capital Construction

Capital works for 1985/86, together with capital projects approved in prior years, resulted in an annual debt service cost of $167.5 million in 1985/86.

Table 2.3 shows schools' capital budgets, by category, since 1981.

Table 2.3
Schools Capital Budgets — (1981/82 to 1985/86)

	VALUE OF PROJECTS FOR: ($ MILLIONS)					
YEAR	NEW SPACE	EQUIP.	BUS REPLACE.	MINOR RENOV.	EMERGENCY (NOTE)	TOTAL
1981/82	187.9	14.6	3.9	5.9	7.4	219.7
1982/83	111.7	11.0	3.1	6.8	12.5	145.5
1983/84	9.4	2.5	2.8	4.1	1.1	20.0
1984/85	31.9	1.9	3.4	4.5	11.0	52.6
1985/86	31.5	0.0	3.6	3.8	14.5	53.5

Note: Emergency projects include safety and building code requirements.
Source: Schools Facilities.

Table 2.4 shows the replacement value of insured school district facilities in 1985/86.

Table 2.4
Replacement Costs of Insured School District Building
(1984/85 to 1985/86)
(Thousands)

BUILDING TYPE	1984/85	1985/86
Schools	$	$
— Open	4,136,921.6	4,066,804.0
— Closed	82,338.7	82,338.7
Other District Space		
— Open	140,846.6	140,846.7
— Closed	2,312.0	2,312.1
TOTAL	4,362,418.9	4,289,333.5

Note: Excludes teacherages, mobile homes & equipment.
Source: Schools Facilities.

School Districts' requests for capital expenditure are evaluated against the following criteria:

1. Facility and site renovations required to prevent unsafe conditions and/or plant deterioration;
2. Pupil enrolments which exceed existing school capacity;
3. Ministry authorized increases in the scope of educational programs, such as junior secondary science, requiring additional space or equipment.

Table 2.5 and Figure 2.1 compare enrolments and capacities in the Province since 1981/82. This provides a measure of the use of space.

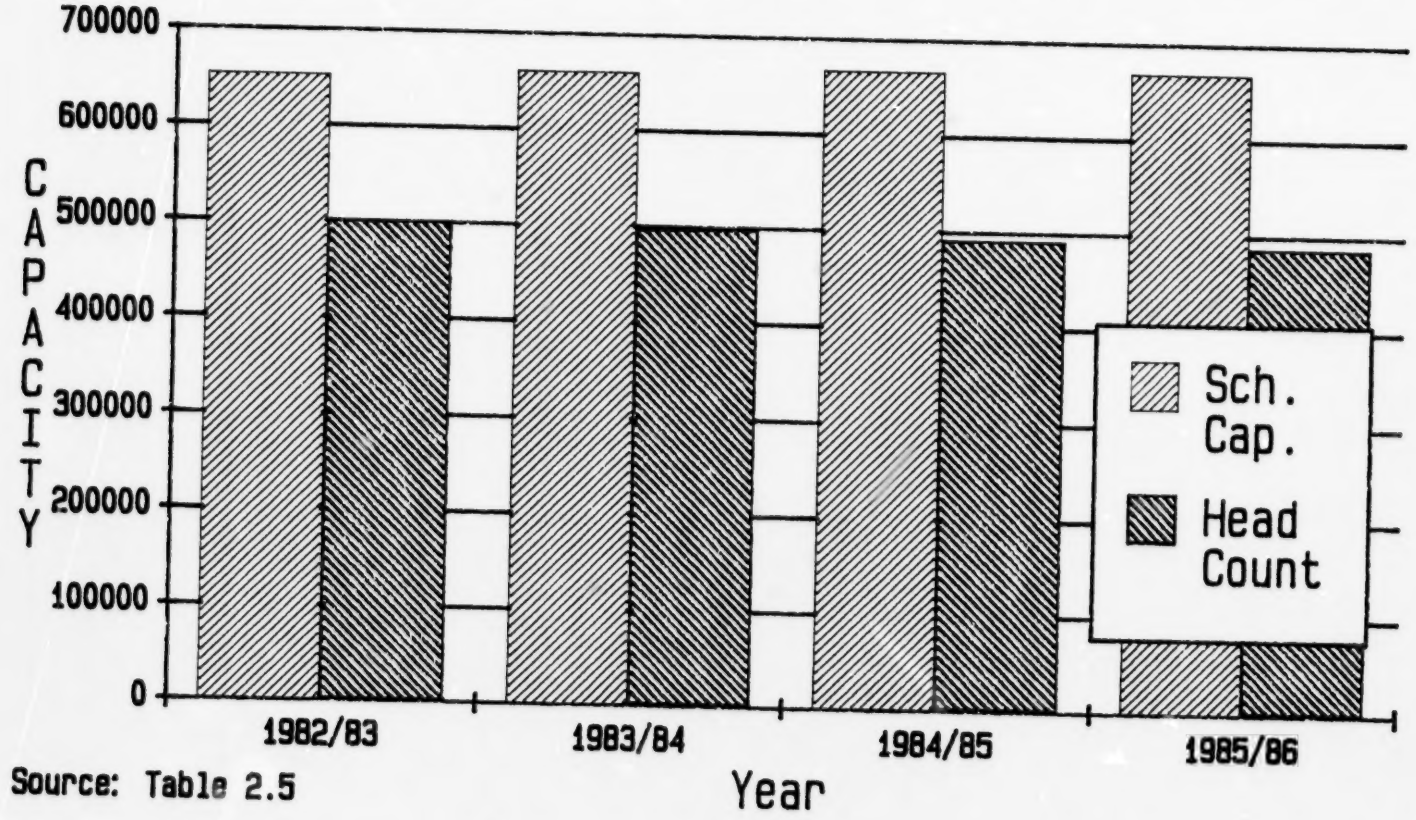
Table 2.5
School Enrolments and Capacities (1981/82 to 1985/86)

YEAR	OPERATING CAPACITY (NOTE)	HEADCOUNT ENROLMENT	ENROLMENT AS A PERCENTAGE OF CAPACITY
1981/82	N/A	503,371	N/A
1982/83	653,950	500,336	76.5
1983/84	661,560	497,312	75.1
1984/85	668,230	491,085	73.5
1985/86	670,300	486,692	72.6

Note: Operating capacities are defined by current Ministry standards and reflect allowances for secondary time-tabling difficulties.
Source: Schools Facilities.

It is not possible to manage capital facilities so that all existing capacity is fully utilized. Because of enrolment declines, school capacity in some districts is presently under-utilized. Alternatively, in areas where the school-age population is expanding, it may also be necessary to construct new schools even though, on a provincial basis, excess capacity exists. As a result, maintaining aging facilities to meet future program requirements is now becoming more important in capital planning.

Figure 2.1 Public School Capacity and Head Count Enrolments
Sept. 1982 to Sept. 1985



Source: Table 2.5

Finance

In July 1983, the Government introduced a Financial Management System, part of which called for the Province to establish shareable budget levels for each school district. This was done with a technical system called the fiscal framework which was employed for the first time in 1984 and has subsequently been reviewed and modified each year. The intent of the fiscal framework is to show the shareable cost of operating education programs for each school district in a standardized manner.

The fiscal framework employs a series of service levels which describe a provincially acceptable level of service in each district. Provincially acceptable cost factors are then applied to the service levels to establish shareable budgets. It is expected that school boards may not deliver programs in the form described by the framework, and that board budgets may differ from those suggested by the framework. However, the framework does serve to describe a program which is attainable and in which the Province is willing to share costs. Extra costs resulting from decisions to offer different programs or to operate at higher costs than those described in the fiscal framework must be managed by the boards. For 1986/87, boards will gain an additional management option when they will be permitted to tax locally for the full cost of such extras.

Using the fiscal framework, progress has been made towards meeting the following goals:

1. Providing better local and provincial accountability;
2. Providing comparisons of both educational results and financial costs among school boards by clarifying and standardizing financial data;
3. Providing credible information on how financial resources are being spent in school districts;
4. Obtaining financial information to enable assessments of the impact of provincial funding decisions on the educational aspects of the school system; and
5. Establishing provincial standards for service to enable the Province to identify the level of critical resources being used in the system.

Future Alterations

Major improvements announced for 1986/87 shareable amounts included:

— Inclusion of 1986 salary increases;

— Improved financial support for remote and scattered secondary schools;

— Improved support for special education and French language programs;

— Increased funding for classroom supplies and equipment; and

— Improved support for building operations and maintenance.

School Board Budgets

In finalizing budgets, a board was allowed to add an amount to the shareable amount established by the Province where the addition could be offset by miscellaneous revenues accruing to the board. Table 2.6 shows school district budgets (plus teachers' pension costs) for the period 1980 to 1985/86. Figure 2.2 presents corresponding gross shareable operating amounts and total gross budgets.

Table 2.7 shows sources of revenue for school district budgets over the 1980 to 1985/86 period. Amounts for teacher pensions (which became part of the shareable amount in 1984) have been included for previous years for comparative purposes. Figure 2.3 provides a graphic representation of these sources of revenue over time.

Table 2.6
Gross School Budgets (millions), 1980–1985/86
(See Definitions Below)

	1980	1981	1982	1983	1984	1985[1]	1985/86
S.D. Operating							
— Basic	1,128.7	1,342.6	1,556.6	1,573.6	1,554.7	891.1	1,528.4
— Other	24.9	26.8	30.9	30.2	46.7	37.8	35.4
Sub-Total	1,153.6	1,369.4	1,587.5	1,603.8	1,601.4	929.0	1,563.9
Provincial Operating							
— Teachers' Pensions	44.2	83.7	112.0	109.2	105.8	54.5	90.8
Capital							
— Debt Service	115.4	127.0	149.2	169.1	181.0	86.3	167.6
Non-Shareable Capital	11.1	17.2	18.4	16.7	16.2	9.5	17.1
Gross Total School							
— District Budget	1,280.1	1,513.6	1,755.0	1,789.6	1,798.6	1,024.8	1,748.5
Gross Amounts (including pensions)							
— Operating	1,197.8	1,453.1	1,699.5	1,713.0	1,707.3	983.4	1,654.7
— Total	1,324.3	1,597.3	1,867.0	1,898.8	1,904.5	1,079.2	1,839.4

[1] Six months transitional budget to change from calendar year to school year budget period.

DEFINITIONS AND NOTES:

School District Operating Budgets include School District A through F budgets for 1980 to 1983 and fiscal framework (including Phase-In) amounts for 1984 to 1985/86.

School District Other Operating consist of other operating amounts including Non-Operating (G) accounts, Non-Shareable Operating Amounts and Allowable Additions, depending on the year.

Teachers' Pension Fund amounts became part of shareable operating amounts in 1984. They have been included in previous years for comparative purposes. The employers' share of teachers' pension contributions is paid by the province on behalf of school boards.

Source: Schools Research & Analysis.

Table 2.7
Sources of Revenue for School District Budgets
(Including Teachers' Pensions)
(1980 to 1985/86)

SCHOOL DISTRICT BUDGET YEAR	SOURCES OF REVENUE (MILLIONS) (SEE DEFINITIONS BELOW) ESTIMATED CONSOL. REVENUE GRANTS	NON-RES. TAXATION	ESTIMATED RESIDENTIAL TAXATION	MISC. REVENUES	TOTAL[(1)]
1980	730.22	393.06	129.18	71.85	1,324.30
1981	810.65	530.30	186.33	70.07	1,597.35
1982	945.44	662.46	177.53	81.62	1,867.05
1983	979.08	662.66	165.81	91.24	1,898.79
1984	984.96	662.66	157.52	99.36	1,904.50
1985[(2)]	606.67	297.70	96.40	78.43	1,079.20
1985/86	1,040.13	557.15	166.19	75.88	1,839.35

DEFINITIONS:

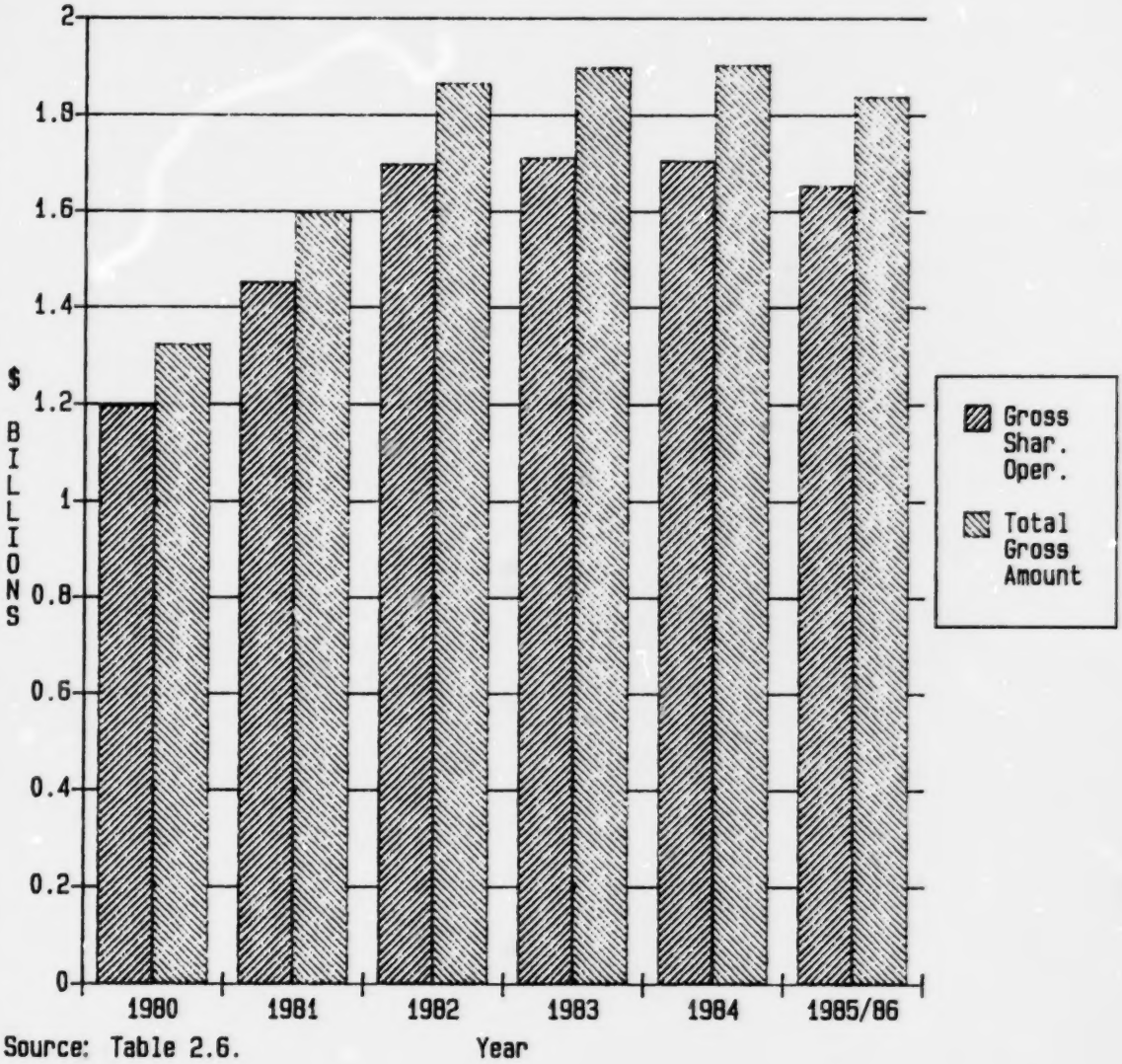
Grants include direct grants (operating, debt service) and indirect grants (Teachers Pensions, estimated Home Owner Grant amounts). Residential Tax amounts are estimated net of estimated Home Owner Grant claims.

Note: [(1)] Total budget amounts will be larger than school district total budgets to reflect Teachers Pension amounts paid by the province on behalf of school districts.

[(2)] Six month transitional budget period 1 January to 30 June 1985, to change from calendar year to school year budget period.

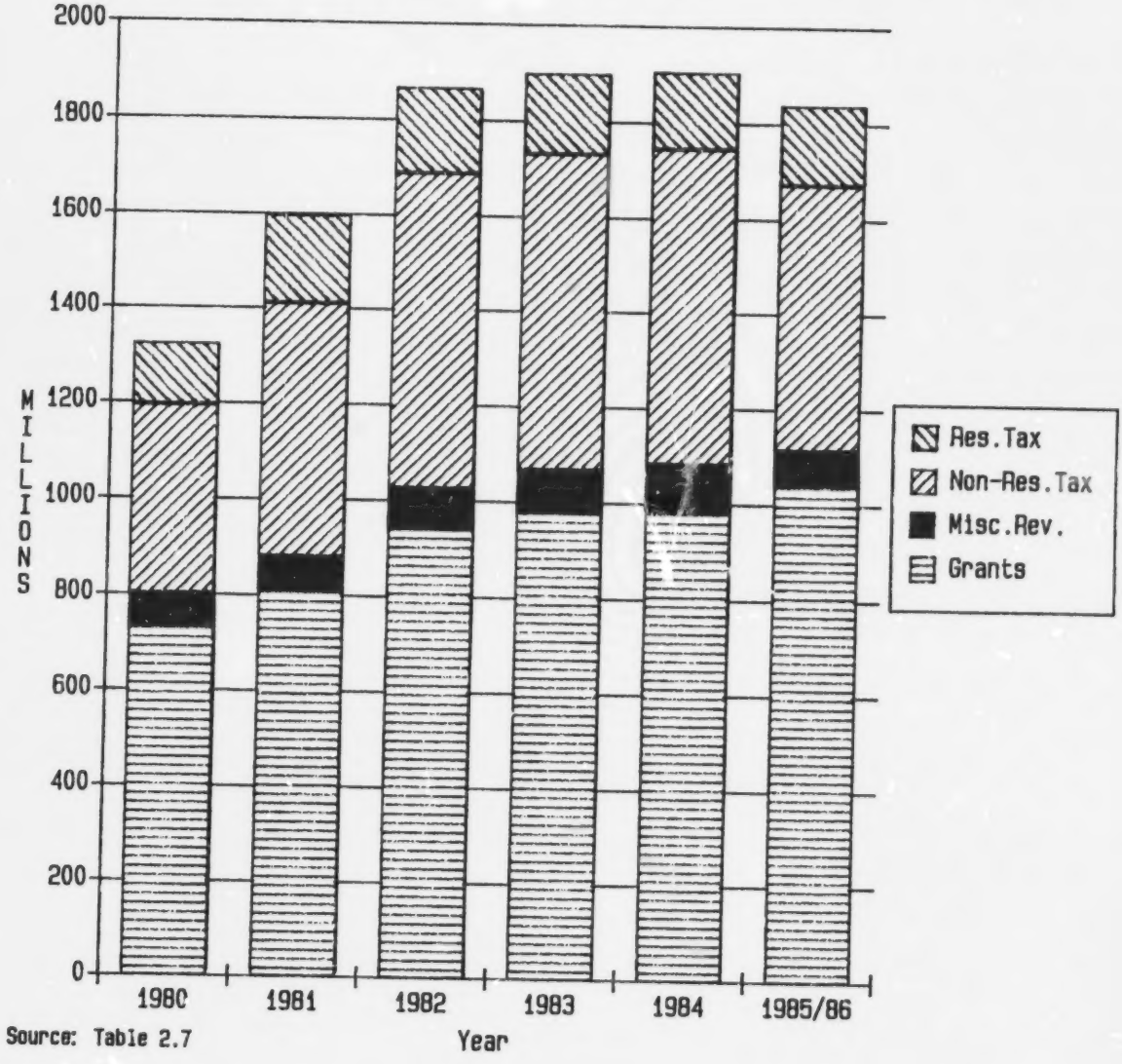
Source: Schools Research and Analysis.

Figure 2.2 Gross Shareable Operating Amounts and Total Gross Budgets (Includes Pensions — 1980 to 1985/86)



Source: Table 2.6.

Figure 2.3 Sources of Revenue for School District Budgets (Including Pensions — 1980 to 1985/86)



Source: Table 2.7

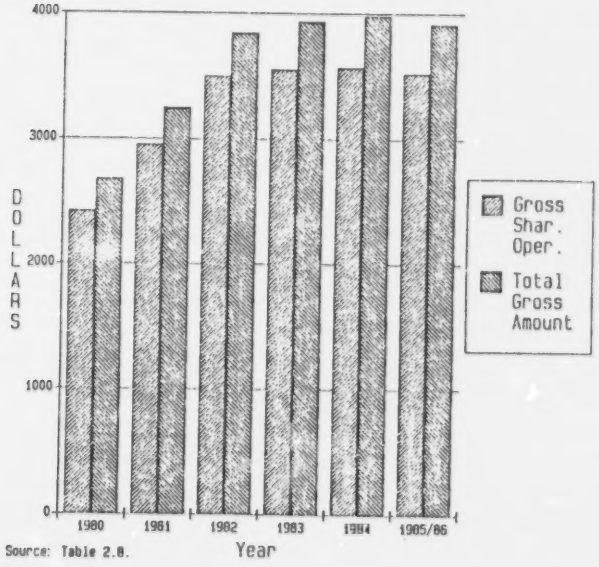
Table 2.8 provides operating and total budgets per pupil for 1980 to 1985/86. These have been presented with amounts for pensions included and excluded in order to show per pupil amounts budgeted by school boards and total per pupil amounts for school purposes. Although budget amounts have remained fairly constant, as may be seen from Figure 2.4, per pupil amounts have increased as a result of declining enrolment.

Table 2.8
Gross Operating and Gross Total Budgets per Pupil

	GROSS OPERATING BUDGET PER FTE PUPIL		GROSS TOTAL BUDGET PER FTE PUPIL	
	WITH PENSIONS		WITH PENSIONS	
	INCLUDED	EXCLUDED	INCLUDED	EXCLUDED
1980	2,422	2,333	2,678	2,589
1981	2,953	2,783	3,246	3,076
1982	3,500	3,269	3,845	3,614
1983	3,552	3,326	3,937	3,711
1984	3,568	3,346	3,980	3,758
1985 (6 Months)	2,082	1,967	2,285	2,170
1985/86	3,532	3,343	3,916	3,738
% Change over Period	45.5%	53.0%	46.2%	53.3%

NOTE:
1. Per pupil amounts are calculated per F.T.E. (Full Time Equivalent) pupil.
2. When the School District Fiscal Year was changed from the calendar year to the school year, a six month Transitional Budget (January to June, 1985) resulted. The per pupil amounts for 1985 are therefore not comparable to the other years.

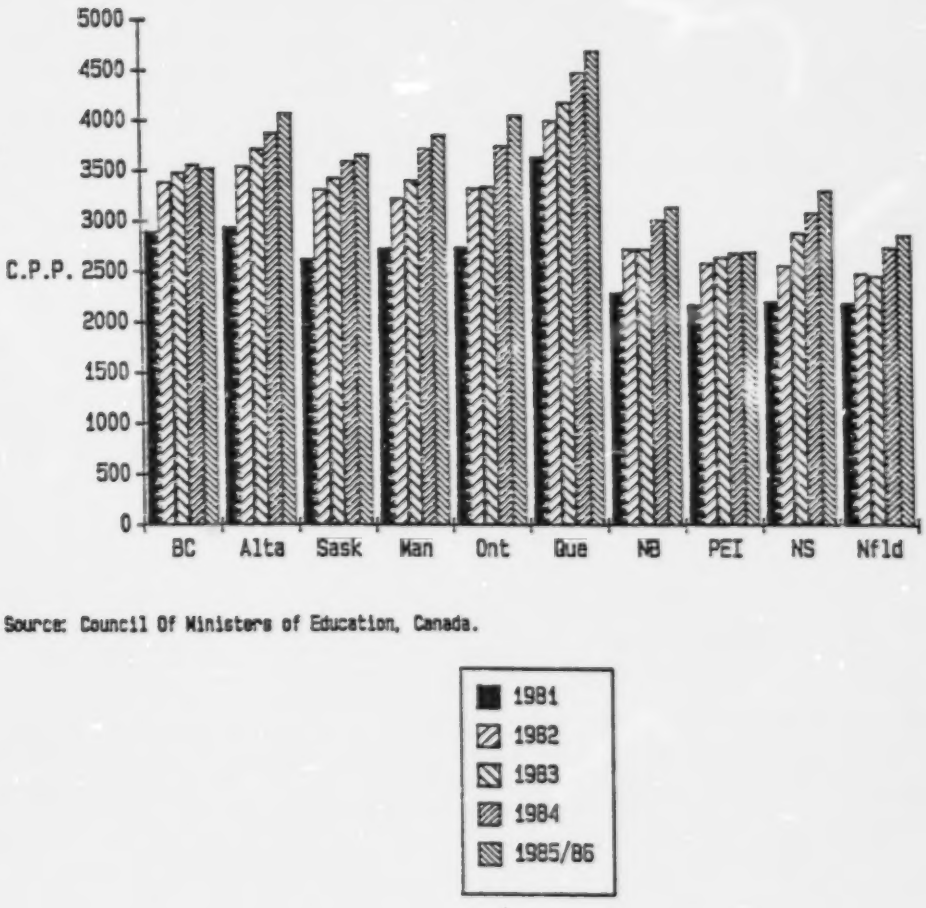
Figure 2.4 Cost Per Pupil
(Including Pensions — 1980 to 1985/86)



Source: Table 2.8.

Figure 2.5 uses data supplied by the Council of Ministers of Education, Canada to indicate how British Columbia compares to other provinces regarding per pupil costs. While the per pupil data used in this figure concerns itself with gross operating costs per pupil, it excludes amounts for textbooks. However, since textbook amounts are a relatively small proportion of total budgets, the figure can still provide a useful comparison. In 1980, British Columbia was ranked second highest in operating costs per pupil. By holding increases down, we now (1985/86) rank sixth, with Saskatchewan, Manitoba and Ontario joining Alberta and Quebec in spending more per pupil than British Columbia.

Figure 2.5 Inter-Provincial Comparison
Operating Costs Per Pupil (1981 to 1985/86)



Source: Council Of Ministers of Education, Canada.

Residential Taxation Issues

As a result of the *School Taxation Report* (1981) which revealed serious inequities in the levels of school taxation paid in various school districts, a new residential tax formula was introduced in 1982, revised in 1984, and is gradually being phased in. It distributes the tax effort throughout the province more equitably.

In 1986, the Government deemed it a higher priority to ensure that taxes for shareable school budgets did not increase over 1985 levels. Residential school taxes remained lower than 1981 levels.

Table 2.7 (p. 24) includes the residential tax revenue requisitioned for district budgets from 1980 through 1985/86. This revenue is estimated after the application of Home Owner Grants.

Table 2.9 shows the estimated net school taxes paid by the owner of an average home for the period 1980 to 1986. About half of the homeowners have school taxes which are lower than their Home Owner Grant. The unused portion of the grant may be used to reduce other property taxes. All homeowners pay a minimum property tax (including local municipal taxes) of $200.

Table 2.9
Estimated Net School Taxes Paid By
The Owner of an Average Home
(1980 to 1986)

YEAR	ESTIMATED Net TAXES
	$
1980	−77
1981	29
1982	44
1983	18
1984	8
1985	15
1986	35

Note: Net school are taxes paid after the application of the Home Owner Grant. For gross school taxes, add $380.
Average Home is defined as the value of the median home in the province. 50% of Homeowners pay more, 50% pay less.
Source: Schools Research & Analysis.

Non-Residential Taxation

Beginning in 1982, the non-residential tax base became a provincial responsibility for school taxation. The Government establishes the tax rate for each class of non-residential property in each district. This enables the Province to dispense the revenue equitably across all districts in the form of a grant.

Beginning with the 1985 taxation year, the Government announced the phased-in elimination of machinery and equipment and the phased-in reduction of industrial and business properties as sources of tax revenue for school purposes. All such reductions have been offset by corresponding increases in direct grants to school districts from Consolidated Revenue. Table 2.7 (p. 24) includes the non-residential tax revenue requisitioned by the Province to support school district budgets from 1980 to 1985/86.

Provincial Grants

Table 2.7 also includes provincial grants for school budget and related purposes over the 1980 to 1985/86 period. These grants exclude non-residential tax revenue, but include both direct (operating and debt service) and indirect (teachers' pensions, and Home Owner Grant) amounts. Grants have increased every year and in 1985/86 represent the highest percentage of budgets during the reported period.

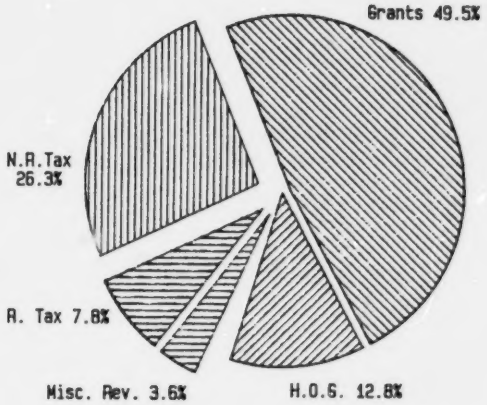
Miscellaneous Revenues

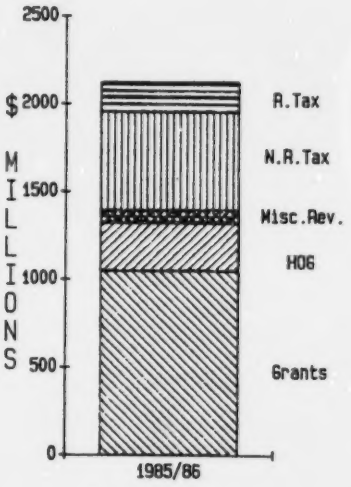
These revenues include monies from the Federal Government, fees charged by school boards, surplus revenue, etc. Table 2.7 details these revenues for the period 1980 to 1985/86.

Summary Of Revenue Sources

Figure 2.3 (p. 26) presents provincial grants, residential and non-residential taxation and miscellaneous revenue as a percentage of budgets for the 1980 to 1985/86 period. Figure 2.6 provides a graphic display of these revenue sources for the 1985/86 school year.

Figure 2.6 Source and Application of Funds
1985/86 School District Budgets





Grants = Grants From Consolidated Revenue
HOG = Homeowner Grant
Misc. Rev. = Miscellaneous Revenue
R. Tax = Residential Tax
N.R. Tax = Non-Residential Tax

Source: Table 2.7

Fund for Excellence in Education

A three year Fund For Excellence was established to enhance the quality of education. This fund consists of $600 million dedicated to excellence in education and is governed by Bill 4 — *Education Excellence Appropriation Act*. One hundred and ten million dollars was available in 1985/86.

During the 1985/86 school year school boards were invited to submit proposals for improving the quality of education in schools with approved funding to be put in place in 1986/87. Boards were requested to put forward project proposals according to criteria set out in four areas:

1. Increasing access to computers and related technology;
2. Improving the quality of in-service training and pre-service training for teachers;
3. Upgrading or replacing instructional equipment; and
4. Making more effective use of existing educational resources.

As of June 30, 1986 all but six of the 75 school districts submitted proposals under the fund. These proposals were subject to a comprehensive analysis/review process related to the above criteria and the priorities set out by Government in the materials distributed to school boards, all schools and the general public.

At year end, thirty-four school boards had received special project funding totaling $11.7 million. Another thirty-five Boards had proposals in the analysis/review process. Next year's report will provide information on project approvals for all 75 school districts.

In addition, boards received approvals for 1986/87 spending under the fund to cover:

Non-wage inflation, increased special education needs, supplies, transportation, energy adjustments and increased enrolment adjustments.	$15.5 M
Additional textbooks	$ 6.2 M
Recognition of 1985/86 teacher salary increase	$19.0 M

Under the fund the Ministry also obtained $.362 million to initiate a small secondary schools project which will provide unique instructional support for the small secondary schools in rural and remote areas of the Province. Of the $110 million available in 1985/86, the public school system received $52.8 million, and post-secondary institutions received the balance. Table 2.12 provides a detailed listing of funds dispersed, while Figure 2.7 presents a percentage breakdown of the allocations.

Computer Technology

In the area of computer technology, there have been a number of innovative projects approved, ranging from pilot electronic classrooms, called "Classrooms of the Future", in Sannich and Cranbrook, to multi-faceted plans to establish computer labs in elementary schools. Other projects include computer programs for helping students develop critical thinking skills in core subjects; purchase of major hardware and software to upgrade Business Education, Industrial Education and core subject areas such as Mathematics and Science; computerized publishing centers and writing labs; mobile computer labs that can be shared by schools; a computerized music program; and computer systems to improve school administration.

Teacher Training

In the area of teacher training, projects range from helping instructors teach problem-solving and thinking skills, to peer coaching. Several school districts will implement internship programs in conjunction with university faculties of education. Many districts will establish training in the detection and prevention of child abuse. There will also be training for teachers in computer-assisted instruction and the use of micro-computers in the classroom, plus retraining programs to meet the needs of specialist areas such as French Immersion and Business Education. One program will focus on retraining teachers in a school district facing declining enrolment. Another school district will work cooperatively with Northern Lights College to train teachers specifically for work in the North.

Equipment

Equipment projects range from upgraded audio-visual equipment to the outfitting of a science centre where a solar car will be built as part of science studies. Word processing equipment, laser printers for communications programs, musical instruments, computerized shop equipment, electronic detection systems for libraries, equipment for training mentally handicapped students in vocational programs, and TV satellite dishes for remote schools wanting to receive the Knowledge Network to expand their course options, will all be purchased from Excellence Fund grants.

Program Effectiveness/School Improvement

To improve program effectiveness, school districts have submitted projects ranging from an outcomes-based evaluation program to a Pacific Rim Studies program that will offer secondary school options in Asian economics and culture, Japanese and Mandarin languages, and a teacher/student exchange program. One district is planning a cooperative program with its community and the UBC Language Education Department to increase student success in reading and writing. Family Life; Entrepreneurship; Marketable Skills; Drug, Alcohol and Law Awareness; Student Parent Relationships; and Effectiveness Study Skills are other program areas being addressed.

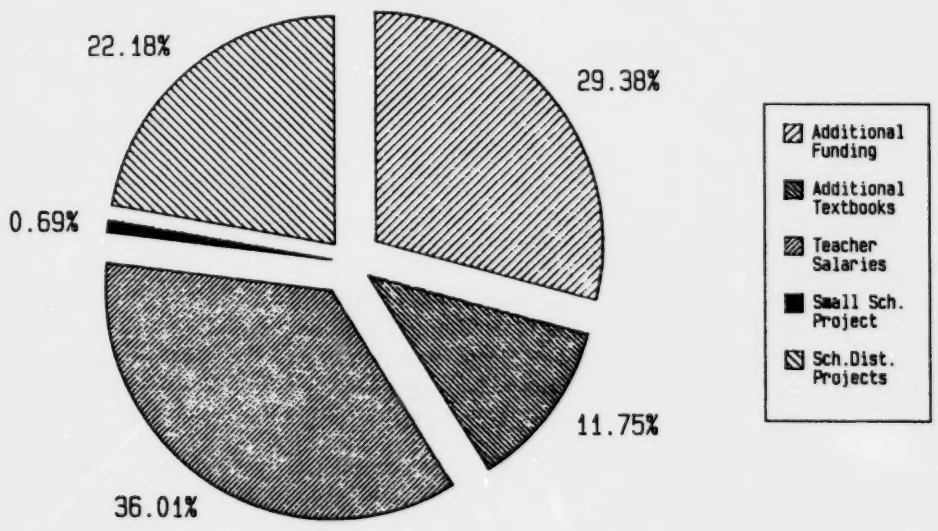
Table 2.12
Fund For Excellence In Education: Special Project Approvals

Additional Funding (inflation; special education, supplies, transportation and energy, enrolment adjustments)	$15.5	M
Additional Textbooks	6.2	M
Fund for 1985/86 Teacher Salary Increases	19.0	M
Small Secondary Schools Project	.362	M
School District Special Projects		
S.D. No. 1 (Fernie)	.13	M
S.D. No. 2 (Cranbrook)	.38	M
S.D. No. 3 (Kimberly)	.15	M
S.D. No. 7 (Nelson)	.28	M
S.D. No. 15 (Penticton)	.37	M
S.D. No. 18 (Golden)	.11	M
S.D. No. 21 (Armstrong-Spallumcheen	.13	M
S.D. No. 22 (Vernon)	.60	M
S.D. No. 28 (Quesnel)	.34	M
S.D. No. 29 (Lillooet)	.05	M

S.D. No. 33 (Chilliwack)	.03	M
S.D. No. 34 (Abbotsford)	.71	M
S.D. No. 35 (Langley)	1.02	M
S.D. No. 37 (Delta)	1.22	M
S.D. No. 38 (Richmond)	1.18	M
S.D. No. 42 (Maple Ridge-Pitt Meadows)	.92	M
S.D. No. 45 (West Vancouver)	.40	M
S.D. No. 49 (Central Coast)	.04	M
S.D. No. 52 (Prince Rupert)	.28	M
S.D. No. 56 (Nechako)	.26	M
S.D. No. 59 (Peace River South)	.40	M
S.D. No. 62 (Sooke)	.32	M
S.D. No. 63 (Saanich)	.65	M
S.D. No. 65 (Cowichan)	.005	M
S.D. No. 66 (Lake Cowichan)	.11	M
S.D. No. 69 (Qualicum)	.25	M
S.D. No. 75 (Mission)	.40	M
S.D. No. 80 (Kitimat)	.07	M
S.D. No. 81 (Fort Nelson)	.09	M
S.D. No. 85 (Vancouver Island North)	.27	M
S.D. No. 87 (Stikine)	.05	M
S.D. No. 88 (Terrace)	.33	M
S.D. No. 89 (Shuswap)	.13	M
S.D. No. 92 (Nisgha)	.05	M
Sub-total	11.70	M
TOTAL COMMITMENTS (FUND) — As of June, 1986	$52.80	M

Source: Field Services Division.

Figure 2.7 Fund for Excellence in Education
Special Project Approvals 1985/86
($000,000)



Source: Field Services Division.

Staffing and Pupil-Teacher Ratios

Pupil-Teacher Ratios

Table 2.13 and Figure 2.8 show provincial full-time (FTE) enrolments, teachers employed and pupil-teacher ratios (PTR) since September 1975. The teaching force generally increased from September 1975 through September 1981 despite declining enrolments. Since then, the teaching force has been declining.

Again using data supplied by the Council of Ministers of Education, Canada, Figure 2.9 provides a cross-provincial comparison of recent shifts in PTR. British Columbia's PTR has exhibited an increasing trend since 1981, while all other provinces, save Quebec, have had declining pupil/teacher ratios. The result is that our PTR of 18.05 (September, 1985) is ranked second highest, exceeded only by New Brunswick. In 1981, British Columbia ranked third lowest, exceeded by Alberta, Saskatchewan, Ontario, New Brunswick, Nova Scotia, Prince Edward Island and Newfoundland.

Table 2.13 Full-Time Equivalent Enrolments, Teachers and Pupil-Teacher Ratios—September, 1975–September, 1985

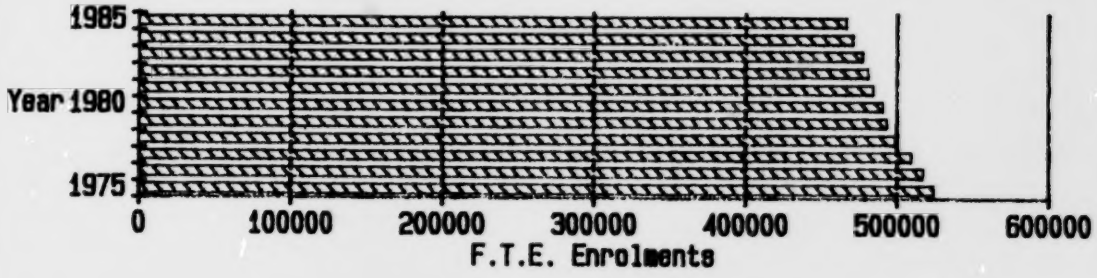
	HEADCOUNT ENROLMENT	FTE ENROLMENT	FTE TEACHERS	PUPIL-TEACHER RATIOS
September, 1975	542,688.00	525,344.00	27,454.60	19.14
September, 1976	536,192.00	518,425.00	27,858.70	18.61
September, 1977	527,771.00	510,642.50	28,181.40	18.12
September, 1978	516,967.00	500,198.00	28,086.50	17.81
September, 1979	511,671.00	494,522.00	27,861.00	17.75
September, 1980	509,801.00	492,053.50	28,437.90	17.30
September, 1981	503,327.00	485,560.50	29,156.90	16.65
September, 1982	500,336.00	482,255.00	28,183.50	17.11
September, 1983	497,312.00	478,543.50	28,023.63	17.08
September, 1984	491,085.00	472,264.14	26,643.12	17.73
September, 1985	486,692.00	467,766.98	25,915.43	18.05
% Change Over Period	−10.32%	−10.96%	−5.61%	−5.69

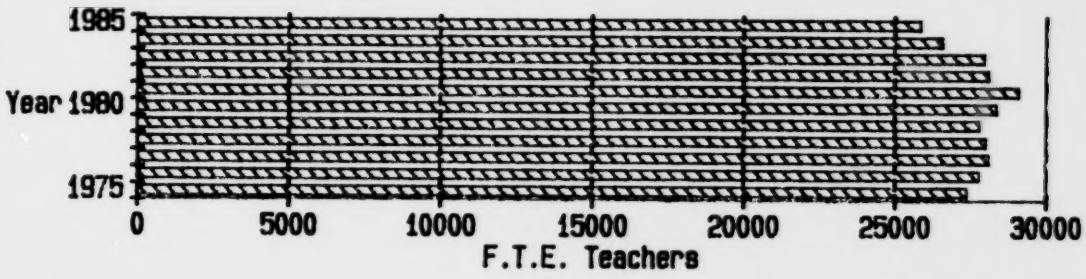
Source: Schools Research & Analysis.

Full-Time Equivalent (FTE) enrolment reflects the portion of time each student spends at school. Kindergarten students are counted as 0.5 FTE. Since September 1984, secondary students 19 years of age or older have been assigned an FTE equivalent based on the percentage of time spent in the classroom. PTR is based on FTE enrolment. PTR is not an appropriate measure of the actual size of classes, however it does show the relationship between the total number of pupils and teachers (in teaching and/or non-teaching roles). Average class size offers an alternative perspective on the actual size of classes.

Table 2.14 and Figure 2.10 show average elementary and secondary class sizes since 1975/76. The decline in the number of teachers has not led to corresponding increases in average class size. It should be noted that September 1984 was the first year in which special education classes were excluded from calculation of average secondary class size. As a result, a sizeable increase occurred in that year.

Figure 2.8 F.T.E. Enrolments, Teachers and Pupil-Teacher Ratios
(Sept. 1975 to Sept. 1985)





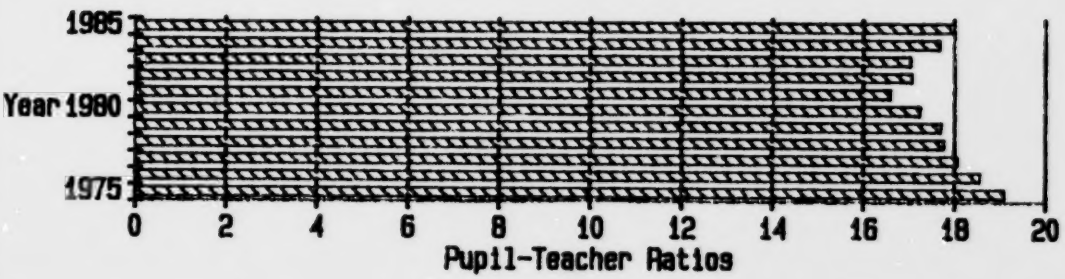
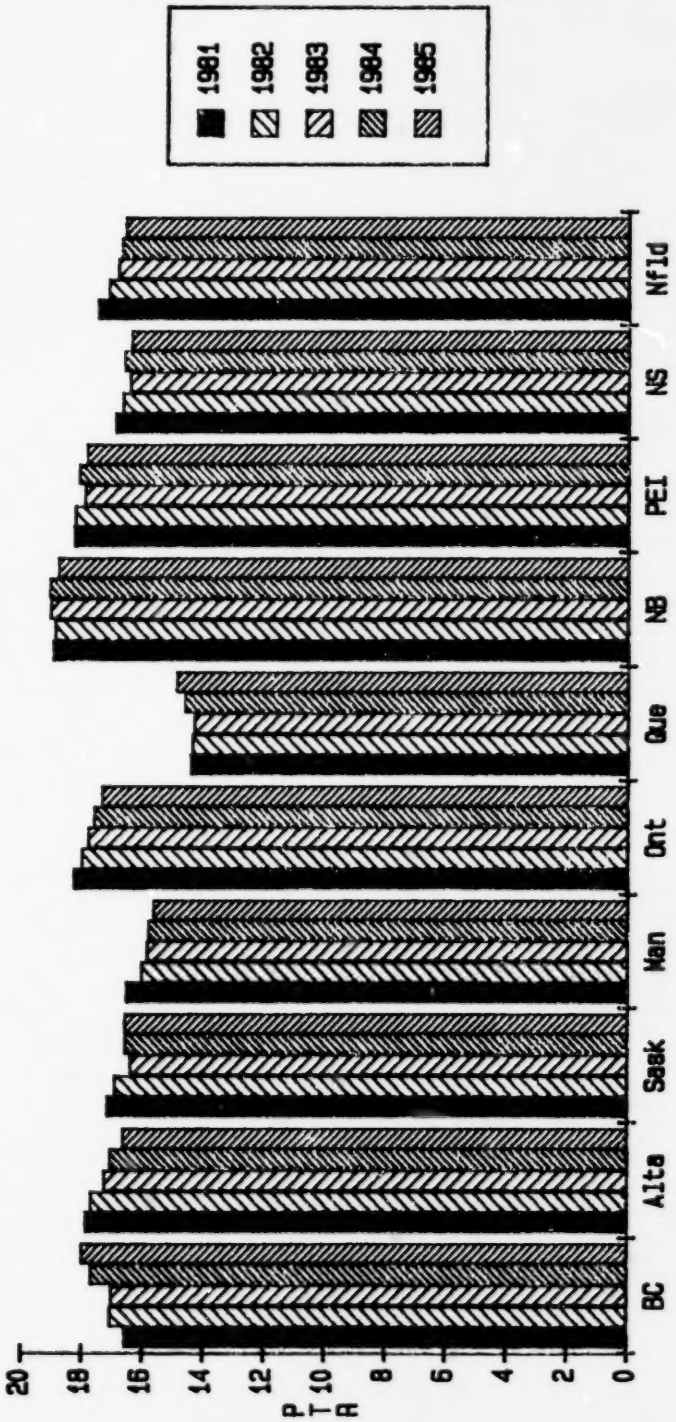


Figure 2.9 Inter-Provincial Comparison
Pupil-Teacher Ratios (Sept. 1981 to Sept. 1985)



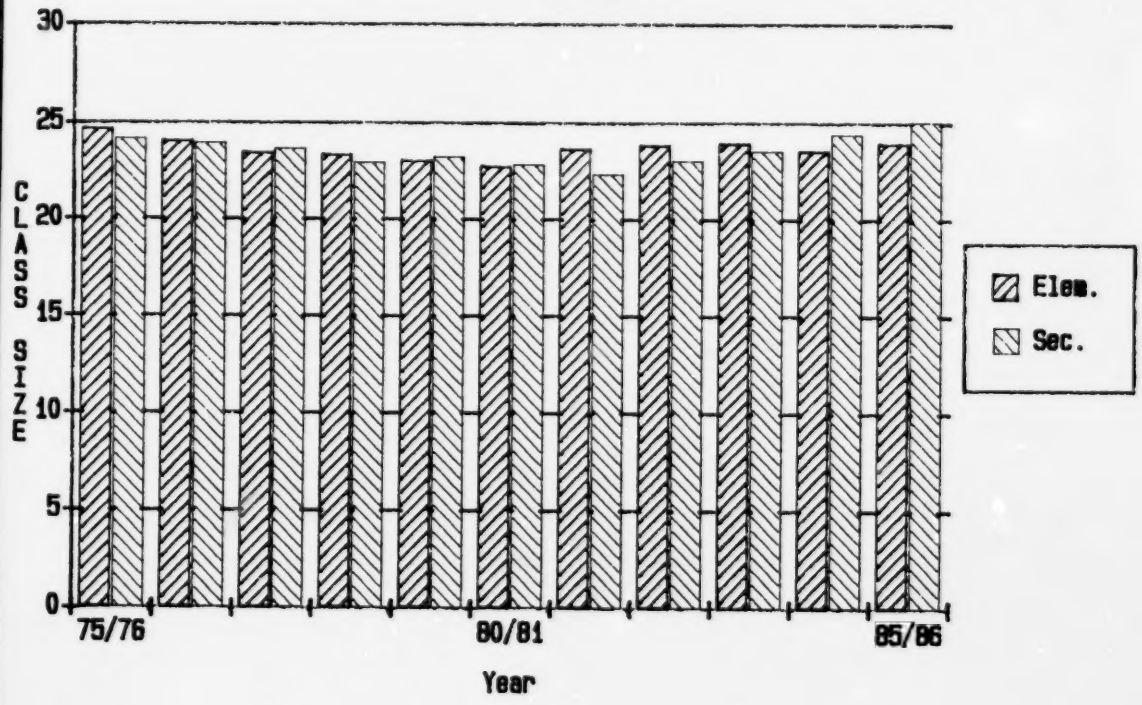
Source: Council of Ministers of Education, Canada.

Table 2.14 Average Elementary and Secondary Class Sizes — 1975/76–1985/86

	AVERAGE ELEMENTARY CLASS SIZE	AVERAGE SECONDARY CLASS SIZE
1975/76	24.70	24.20
1976/77	24.10	24.00
1977/78	23.50	23.70
1978/79	23.40	23.00
1979/80	23.10	23.30
1980/81	22.80	22.90
1981/82	23.70	22.40
1982/83	23.90	23.10
1983/84	24.00	23.60
1984/85	23.60	24.46
1985/86	24.00	25.10
% Change Over Period	−2.83%	3.72%

Source: Schools Research & Analysis.
Note: Beginning in Sept., 1984, average secondary class sizes excluded special education enrolments. This serves to increase the average size relative to previous years.

Figure 2.10 Average Elementary and Secondary Class Size (1976/77 to 1985/86)



Source: Table 2.14.

Staffing

Table 2.15 and Figure 2.11 show the number and percentage of teachers assigned to principalships, vice-principalships the board office and classroom teaching. The September 1985 percentage of 9.1% stood at about three quarters of its 1981 peak of 12.4% and was the lowest it has been since 1975. In the last two years, the number of teachers assigned to these roles has decreased dramatically. It is difficult to determine if this is a result of changing definitions or a realignment of priorities by school boards, as was suggested earlier. It is interesting to note that although 2,014.1 FTE principals and vice-principals were reported in September 1985, approximately 29.7% of their time was not reported in administrative roles. Presumably, this time is spent in the classroom.

Table 2.16 and Figure 2.12 provide a detailed breakdown of the allocation of teachers' time by instructional, administrative and related functions.

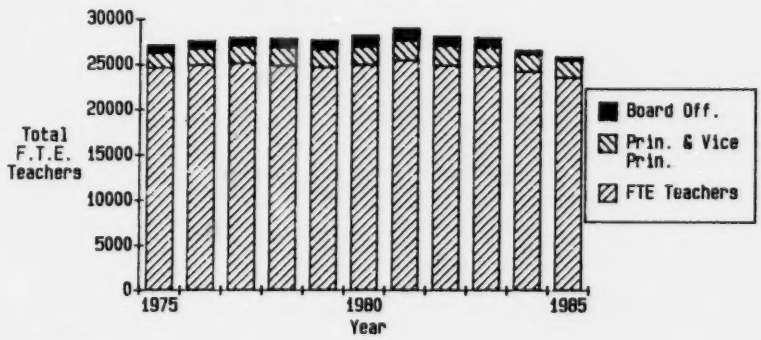
Table 2.15 Teachers in Administrative Roles — Sept. 1975–Sept. 1985

	NUMBER OF TEACHERS WHO ARE:				
	A Principals & Vice-Pr.	B Board Office	C Total	Total FTE Teachers	C as % of Total
1975	1,787.00	782.80	2,569.80	27,454.60	9.4%
1976	1,910.00	799.20	2,709.20	27,858.70	9.7%
1977	2,056.00	828.60	2,884.60	28,181.40	10.2%
1978	2,066.50	963.90	3,030.40	28,086.50	10.8%
1979	2,089.80	963.10	3,052.90	27,861.00	11.0%
1980	2,130.00	1,180.80	3,310.80	28,437.90	11.6%
1981	2,252.30	1,341.10	3,593.40	29,156.00	12.3%
1982	2,280.60	983.40	3,264.00	28,183.50	11.6%
1983	2,214.50	1,027.50	3,242.00	28,023.63	11.6%
1984	2,067.20	354.40	2,421.60	26,643.12	9.1%
1985	2,014.10	341.20	2,355.30	25,915.43	9.1%

Note: Until September, 1983, board office teachers included district-wide instructors and district-wide supervisory staff. Since September, 1984, board office teachers include all teachers reported in Function 4 (District Administration and Instructional Support Services). This includes all teachers defined as types 1 through 7 (i.e., Directors or Supervisors of Instruction, Teacher Consultants, Coordinators, Helping Teachers, Other Instructional Support, or Professional Staff-Teachers). It may be that the change in definitions has influenced these allocations more than actual staff allocations.

Source: Miscellaneous salary and FTE teacher reports (eg., Sept. 1985 = Form 2003).

Figure 2.11 Teachers In Administrative Roles (Sept. 1975 to Sept. 1985)



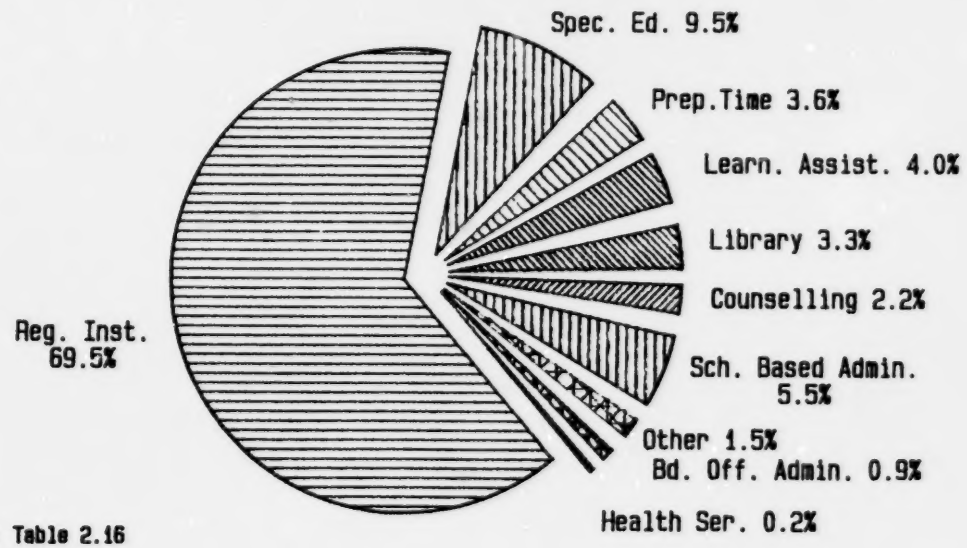
Source: Table 2.15.

Table 2.16 Allocation of Teachers' Time 1985/86 School Year

FUNCTION	FTE TIME	% OF TOTAL FTE TEACHER TIME
Grades K-12 Instruction		
Teaching "Regular" Classes	18,001.73	69.5%
Special Education	2,449.92	9.5%
Preparation Time	941.66	3.6%
Learning Assistance	1,047.61	4.0%
Library	864.51	3.3%
Counselling	570.37	2.2%
School-Based Administration	1,415.10	5.5%
Other K-12 Activities	389.91	1.5%
SUB-TOTAL	25,680.81	99.1%
Board Office Administration	246.09	0.9%
Health Services	46.60	0.2%
Unknown	(58.07)	−0.2%
TOTAL	25,915.43	100.0%

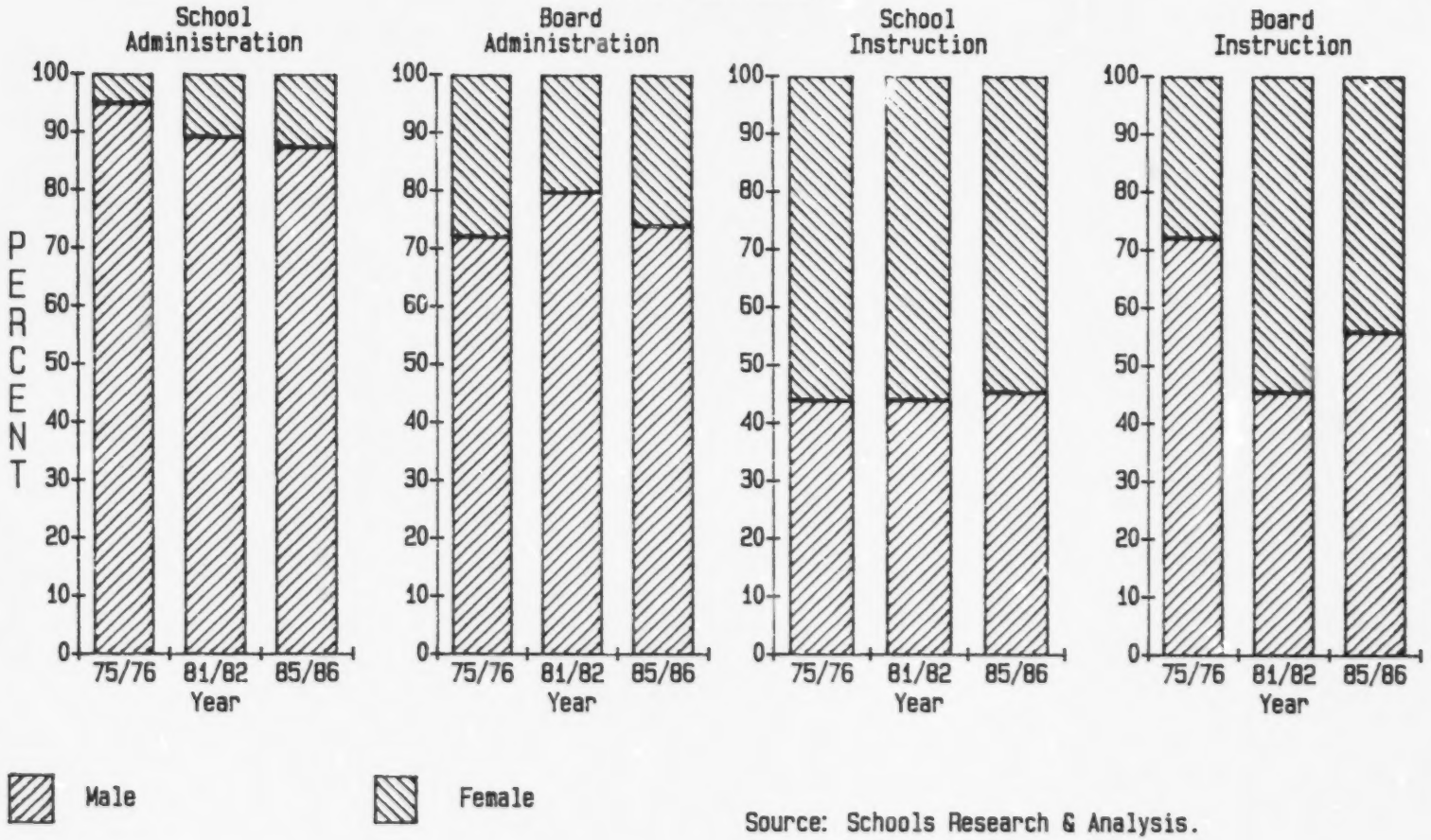
Source: Forms 1515, 1516 and 2005 (Sept. 30, 1985).

Figure 2.12
Allocation of Teachers' Time 1985/86



Source: Table 2.16

Figure 2.13 Distribution of Teachers by Sex (1975/76 to 1985/86)



Source: Schools Research & Analysis.

Figure 2.13 shows the number of men and women in administrative and teaching roles over the 1975/76 to 1985/86 period. The number of women in school administration (principals and vice-principals) is small but over the past ten years has grown from 5.1% to 12.6%. The corresponding percentage distribution between men and women in school board administrative roles has declined slightly over the past ten years. Although declining in numbers, women are still the majority (54.7%) of the school-based teaching force and an increasing proportion (44.2%) of the district-based instructional force.

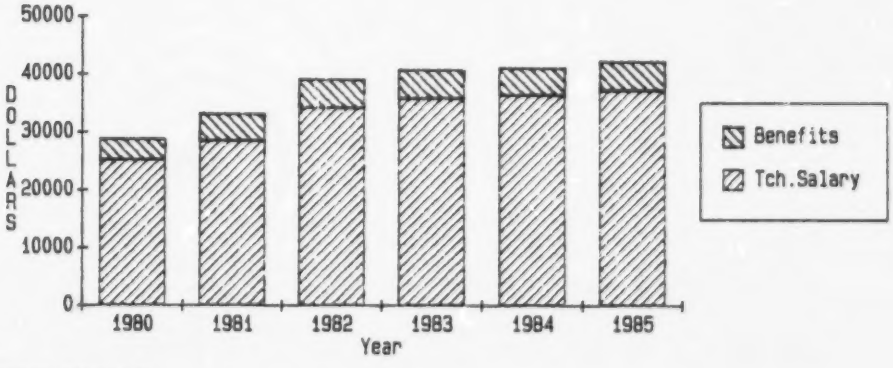
Table 2.17 and Figure 2.14 show provincial average salaries of public school teachers since September, 1980.

Table 2.17 Provincial Average Public School Teachers' Salaries (Including All Allowances) (Sept. 1980 to Sept.1985)

	SALARY						
		ALLOWANCES					
SEPTEMBER	BASIC SALARY	ADMIN.	ISOLATION	OTHER	TOTAL SALARY	STAT. BENEFITS & PENS.	TOTAL SALARY & BENEFIT COSTS
1980	N/A	N/A	N/A	N/A	25,233	3,723	28,956
1981	27,741	668	N/A	107	28,516	4,762	33,278
1982	33,232	834	N/A	155	34,221	4,991	39,212
1983	34,821	976	N/A	79	35,876	5,006	40,882
1984	35,366	1,045	15	26	36,452	4,758	41,210
1985	36,168	1,027	30	30	37,255	5,127	42,382

Note 1: Total Salaries do not include fringe benefits. Teachers include all certified teachers exceptsuperintendents and assistant superintendents.
Source: Salary data based on historical reported information. Benefit costs estimated by Schools Research& Analysis.

Figure 2.14 Provincial Average Teachers' Salary (Including All Allowances — Sept. 1980 to Sept. 1985)

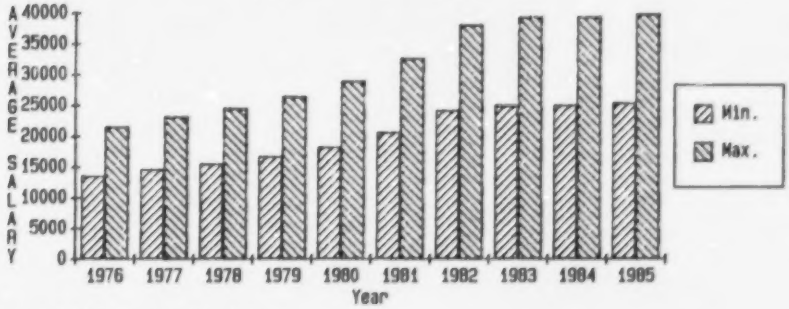


Source: Table 2.17.

An important cause of increases in teachers salaries has been the increase in the teacher salary grid. Figure 2.15 shows how the salary paid for Category 5 teachers (i.e., those with a B.Ed. or equivalent) has changed between 1976 to 1985/86. Another cause of salary increase is the augmented experiences and training of the teaching force. These changes are listed later in the report, but it is clear that teachers now have more experience and training than in the recent past, and this increases salaries.

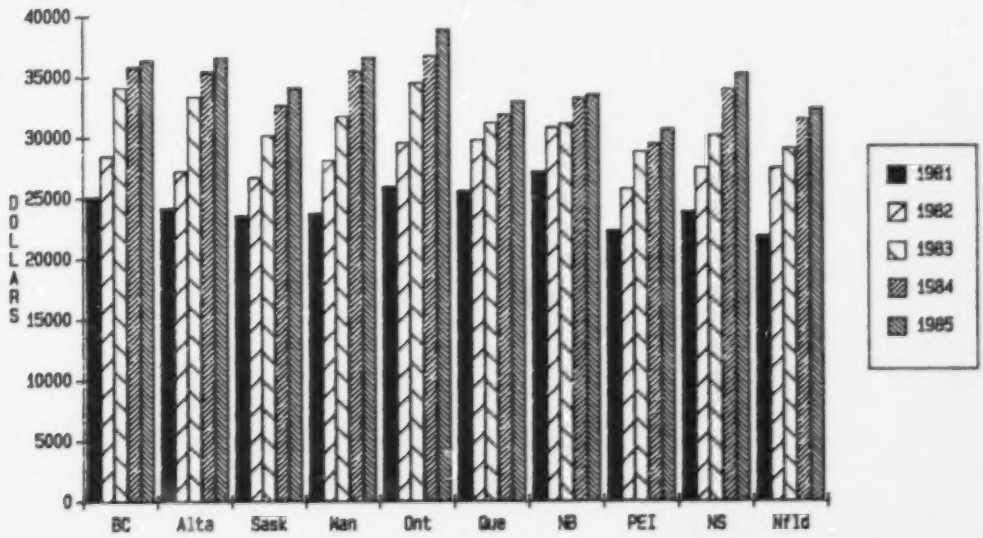
Figure 2.16 indicates average teacher salary growth across Canada over the 1981 to 1985/86 period. Our rate of salary growth since 1981 is ranked fifth, surpassed by Alberta, Manitoba, Ontario, Nova Scotia and Newfoundland. Average teacher salaries in 1985/86 were ranked 4th, the same as in 1981.

Figure 2.15 Average Grid Salaries for Category 5, Maximum and Minimum (Sept. 1976 to Sept. 1985)



Source: Schools Research & Analysis.

Figure 2.16 Inter-Provincial Comparison of Average Teacher Salaries (Sept. 1981 to Sept. 1985)



Source: Council Of Ministers Of Education, Canada.

Student Access and Achievement

Mandate

One of the most important aspects of any school system is its philosophy concerning student access to the system. From the inception of the British Columbia school system over 100 years ago, a major aim of the system has been to ensure that students throughout the Province have as equal an opportunity as possible to attend the Province's schools, and that their education would not be adversely affected by a district's lack of resources. This section of the report details the past year's efforts in that direction.

Enrolment, Withdrawal and Attendance

Enrolment and Demographics

In September, 1985, the public school system enrolled 486,692 pupils, who were defined as 467,766.98 full-time equivalent (F.T.E.) students. Full-time equivalency is a measure of the portion of time each student spends in the classroom. The September 1985 enrolment includes 36,972 kindergarten (18,486 FTE) students, 254,042 pupils in grades 1-7 and 195,678 (195,238.98 FTE) students in grades 8-12. Table 2.18 and Figure 2.17 show FTE enrolment data since September, 1975. [Since kindergarten students attend half days, and some senior secondary students attend less than full time, pupil numbers are shown as full-time equivalent FTE's.]

Table 2.18 Elementary and Secondary FTE Enrolments (Including Special Education Enrolments) (Sept. 1975 – Sept. 1985)

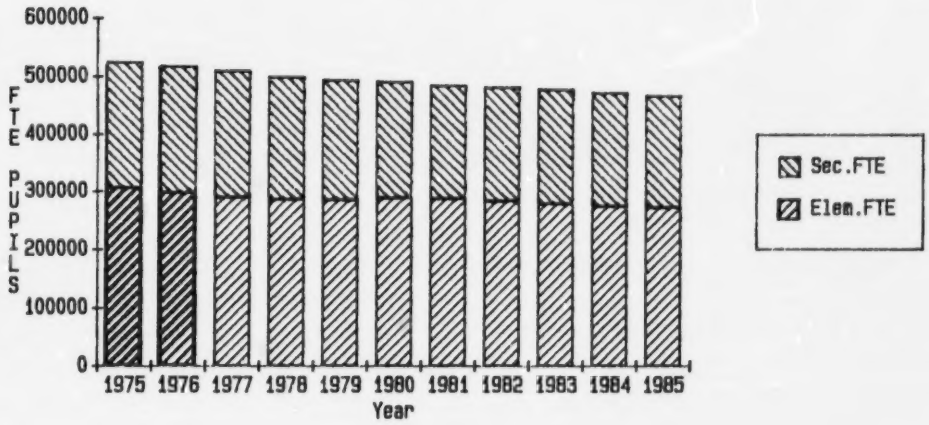
	F.T.E. ENROLMENT		
SEPTEMBER	ELEMENTARY (K-7)	SECONDARY (8-12)	TOTAL
1975	306,461.0	218,883.00	565,344.00
1976	297,995.0	220,430.00	518,425.00
1977	289,724.5	220,918.00	510,642.50
1978	286,015.0	214,183.00	500,198.00
1979	285,074.0	209,448.00	494,522.00
1980	288,606.5	203,447.00	492,053.50
1981	287,499.5	198,061.00	485,560.50
1982	283,101.0	199,154.00	482,255.00
1983	278,338.0	200,205.50	478,543.50
1984	274,206.5	198,057.64	472,264.14
1985	272,528.5	195,238.98	467,766.98

Source: Schools Research & Analysis.

Withdrawal Rates

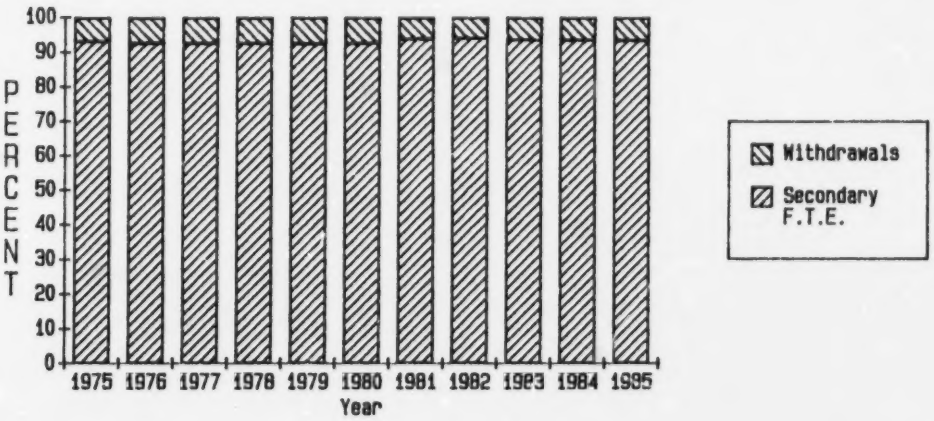
A withdrawal is defined as a student who withdraws from public school in British Columbia between September 30 and June 30 of the school year and who does not pursue education at another public school in British Columbia. Withdrawals do not include grade 12 students who graduate in January. The withdrawal rate is one measure of the success of the public school system as it estimates the extent to which students are attracted to remain in B.C. public school programs to receive their basic education.

Figure 2.17 Total Elementary and Secondary F.T.E. Enrolments (Includes Special Education — Sept. 1975 to Sept. 1985)



Source: Table 2.18

Figure 2.18 Withdrawals As a Percentage of Public Secondary School Enrolment (Sept. 30, 1975 to Sept. 30, 1985)



Source: Table 2.19.

Table 2.19 and Figure 2.18 show secondary student withdrawal rates for the period 1972 to 1985.

Table 2.19 Public Secondary School Withdrawals (1975/76 to 1985/86)

SCHOOL YEAR	SEPT. 30 TOTAL HEADCOUNT SECONDARY ENROLMENT	NUMBER OF SECONDARY WITHDRAWALS	% OF SEPT. 30 NET ENROLMENT
1975/76	218,883	16,373	7.48%
1976/77	220,430	17,827	7.90%
1977/78	220,918	17,918	7.80%
1978/79	214,183	17,519	8.18%
1979/80	209,448	17,100	8.16%
1980/81	203,447	16,421	8.07%
1981/82	198,061	13,136	6.63%
1982/83	199,154	12,808	6.43%
1983/84	200,820	13,955	6.94%
1984/85	198,572	13,775	6.94%
1985/86	195,678	13,866	7.09%

Note: Enrolments shown are headcount enrolments. The percentage of withdrawals has traditionally been expressed as a percentage of June enrolments. Since 1984/85, the percentage of withdrawals are based on September enrolments. This has only minimal impact. Withdrawals are shown as a percentage of headcount enrolments.

Source: Schools Research & Analysis.

There are difficulties with withdrawal statistics which are a matter of concern to the Ministry. First, the degree to which the statistic measures either school leaving or drop-out rates is not known. Second, although over-all provincial rates vary little from year to year, inter-district and intra-district rates vary widely annually. This latter phenomenon requires further analysis and the Ministry hopes to provide a more complete report in the 1986/87 Annual Report.

Possible reasons for these differences may include economic factors, community and parental attitudes towards education, changes in provincial course or examination requirements, or differences in district requirements or standards. The Ministry will begin to examine the question of withdrawal rates more closely in 1986/87 as a component of the new School District Evaluation Project.

Attendance Rates

Student attendance rates offer another measure of student use of schools. Table 2.20 shows provincial student attendance rates over time. Time missed indicates all time students were out of school, including illness, excused absences, training and so forth. In general, attendance rates have remained quite stable since 1980/81.

Table 2.20 Total Actual Attendance as a % of Total Possible Attendance (All Grades) (1980/81 to 1985/86)

1980/81	93.39
1981/82	93.89
1982/83	94.05
1983/84	93.90
1984/85	94.33
1985/86	94.12

Source: Schools Research & Analysis.

Graduation Rates of Grade 12 Students

Table 2.21 and Figure 2.19 show graduation rates since 1980/81. These rates indicate the percentage of students who start grade 12 in September and who graduate by the following June 30. Until 1983/84, the Ministry collected the information on a form. In 1984/85, the data originated from a phone survey. For 1985/86, the data came from the Ministry's electronic transcript system. Variations in rates for these years may be partially due to data collection methods.

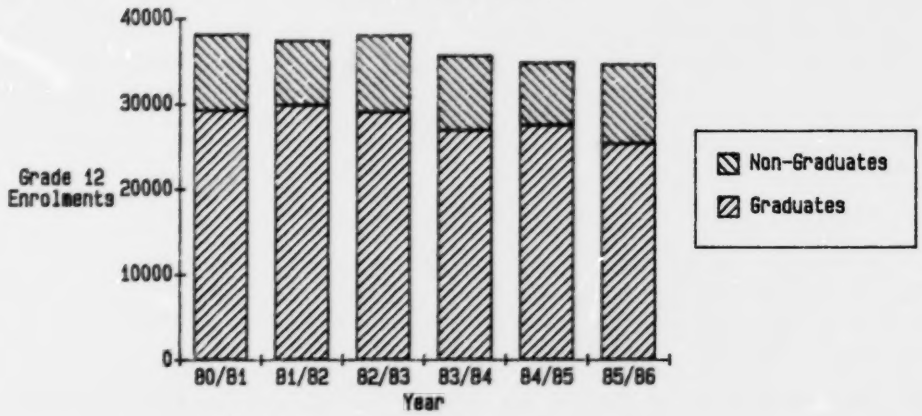
Table 2.21 Graduation Rates of Grade 12 Students (As A % Of Grade 12 Enrolments)

	NUMBER OF GRADE 12 GRADUATES	GRADE 12 GRADS AS AS A % OF ENROLMENT
1980/81	29,292	76.6
1981/82	29,911	79.7
1982/83	29,111	76.3
1983/84	26,936	75.6
1984/85	27,538	78.8
1985/86	25,377	73.1

Note: Until 1982/83, Grade 12 graduates are reported as a percentage of June enrolments. Beginning in 1983/84, they are reported as a percentage of September enrolments.

Source: 1980/81 – 1983/84: Form E21
1984/85 – Phone survey
1985/86 – Ministry of Education Electronic Transcript System.

Figure 2.19 Total Grade 12 Enrolments and Graduates (1980/81 to 1985/86)



Source: Tables 2.19 and 2.21.

The Ministry is aware which portion of the 26.9% of grade 12 students who did not graduate in June, 1986 withdrew during the school year, or failed to meet graduation requirements. However, the Ministry is not aware of the numbers who may be taking extra time to meet graduation requirements or who may not have graduated for other reasons (e.g., special needs students, dropouts etc.). One aspect of the Ministry's planned School District Evaluation Project is intended to provide this sort of information.

Academic Achievement

Provincial Examinations

The purpose of the Grade 12 Provincial Examination Program is to ensure that grade 12 students meet consistent provincial standards of achievement in academic subjects. The examination program also attempts to ensure that students graduating from all schools in the Province will be treated equitably when applying for admission to post-secondary institutions, and provides useful feedback to the schools and teachers for program evaluation purposes.

Provincial examinations are designed to test student achievement in the core curricular objectives of each of 13 academic subjects. The development and marking of the examinations, therefore, involve Ministry consultation with a number of groups of educators from throughout the Province, who are familiar with both provincial grade 12 curricula and with testing methodology. Fifty-two committees, each composed of experienced teachers, are struck annually to carry out the necessary development, review, and marking tasks.

Four separate committees are established in each of the 13 subject areas to:

1. determine the content and level of the examinations (based on the curriculum);
2. prepare examination items and drafts of the examinations;
3. review the examination drafts; and
4. establish examination and marking standards.

During the period covered by this report, the Ministry again received excellent cooperation from teachers throughout the Province in all facets of development, review and marking of examinations.

In 1986, Grade 12 Provincial Examinations were administered in August 1985, January and June, 1986. Examinations were written by students enrolled in public and independent (Group II, Group I and non-funded) secondary schools who took one or more grade 12 examinable courses. Table 2.22 summarizes student participation in the program for 1985 and 1986.

Table 2.22 Student Participation in Provincial Examinations (1983/84 – 1984/85)

	1984/85		1985/86	
	# WHO WROTE	# OF EXAMS WRITTEN	# WHO WROTE	# OF EXAMS WRITTEN
January	10,644	16,251	9,935	18,239
June	27,266	67,394	28,600	67,499
August*	1,140	1,660	n/a	n/a
TOTAL**	39,050	85,305	38,535	85,738

* Students writing in August 1986 will be reported in the 1986/87 Annual Report.
* * Some students wrote exams at more than one sitting. Source: Student Assessment.

The number of students participating in the program for the January and June administrations was approximately the same as in 1984/85.

Final marks are a combination of school and provincial marks. Table 2.23 shows the results for January and June, 1986.

Table 2.23 Combined 1985/86 School & Provincial Final Marks (January and June Results)

SUBJECT AREA	NUMBER OF STUDENTS WRITING	73% (B) OR OR HIGHER	BETWEEN 50% (P) & 72% (C+)	LESS THAN 50%
Algebra	12,064	31.7	56.2	12.1
Biology	8,254	33.3	58.4	8.3
Chemistry	6,167	43.2	49.0	7.8
English	28,126	33.5	63.0	4.3
English Lit	4,195	32.9	58.3	8.8
French	5,036	44.4	51.1	4.4
Geography	8,116	27.2	66.6	6.2
Geology*	457	10.9	80.9	7.2
History	7,791	32.8	57.7	9.5
German*	234	60.3	37.6	2.1
Latin*	24	70.8	20.8	8.3
Spanish*	119	67.2	28.6	4.2
Physics	3,263	41.7	52.8	5.6

* Note: Due to the limited number of students writing these exams, care should be taken when interpreting results. Source: Student Assessment.

In May 1986, committees of teachers met to review the design specifications for 1987 examinations. These specifications outline the curriculum topics and levels of thinking to be addressed by the test questions. Major revisions for 1987 include the introduction of two new examinable courses, Communications 12 and Francais Langue 12, and the use of video in the testing of French listening skills.

Scholarship Examinations

The Ministry of Education provides scholarships to students who do well in special scholarship examinations. The scholarships are in the form of vouchers which may be cashed when students attend a post-secondary institution or training program approved by the Ministry of Labour. Provincial scholarships are awarded annually to three percent of the provincial grade 12 population. The twenty highest ranking candidates each receive $2,000, while the remaining qualifying candidates each receive $1,000.

In the event that no student in a given district ranks within the top three percent, a provincial grant of $1,000 is provided to the first-ranked scholarship student in that district who satisfies the qualifying criteria.

Table 2.24 shows the number of grade 12 students who wrote scholarship exams since 1981. Participation has remained constant except for 1983/84.

Table 2.24
Student Participation in Scholarship Examinations
(1980/81 – 1984/85)

	NUMBER PARTICIPATING	% CHANGE OVER PREVIOUS YEAR	% OF GRADE 12 ENROLMENT
1980/81	5,532	+4.5	15.1
1981/82	5,684	+2.7	15.6
1982/83	6,036	+6.2	15.9
1983/84	4,705	−22.1	12.7
1984/85	5,200	+10.5	15.1
1985/86	5,400	+3.8	15.6

Source: Student Assessment.

In addition to the Provincial Scholarships, District Awards and Scholarships recognize students who excel in programs which emphasize vocational courses, courses in technology, or courses in the visual and performing arts. One percent of the grade 12 students in each district are eligible to receive District Awards of $500. Also, a District Scholarship of $500 is provided to District Award winners who proceed to post-secondary career-oriented studies. In 1985/86, 370 students received district awards.

General Educational Development Testing Program

The purpose of the General Educational Development (GED) Testing Program is to provide adults with assistance in pursuing their educational and vocational goals. The G.E.D. tests are administered by the Ministry for adults who have not graduated from secondary school, but who think they could qualify for graduation. Upon successful completion of the tests, adults are awarded a high school equivalency certificate. Table 2.25 details participation in the program since 1980/81.

Table 2.25
Participation in the General Educational Development Test Program
(1980/81 – 1985/86)

	NUMBER PARTICIPATING	% CHANGE OVER THE PREVIOUS YEAR	SUCCESS RATE
1981	4,924	– 1.9%	87.4%
1982	5,068	+ 2.9%	81.9%
1983	4,250	– 16.1%	77.1%
1984	3,965	– 6.7%	79.6%
1985	3,300	– 16.8%	76.9%
1986**	2,582	n/a	74.9%

** Number to June 30/1986.

Provincial Learning Assessment Program

In 1986, the third assessment of Science provided information on the achievement and attitudes of all students in grades 4, 7 and 10. The provincial interpretation panels, composed of teachers, administrators, parents and trustees, rated the results according to standards of achievement developed for each grade. Each district received provincial, district and school results. It is expected that school boards will review the results and consider possible follow-up actions for their district.

The six areas of study rated at each grade level were: science processes; knowledge (recall and understanding); application of science concepts; critical and rational thinking skills; technology and the nature of science; and safety.

At the grade 4 level, science processes were rated as very satisfactory, application of science concepts was rated as satisfactory to very satisfactory, critical and rational thinking skills were rated as marginal, and the remaining three areas were rated as satisfactory.

At the grade 7 level, all areas were rated as marginal except for science processes which were rated as satisfactory.

At the grade 10 level, all areas were rated satisfactory except for science processes which were rated as marginal to satisfactory.

Because the 1982 Science Assessment was administered to students in grades 4, 8 and 12, and also a small sample in grade 10, only limited comparisons can be made between the 1982 and the 1986 results. On 51 common items at the grade 4 level, the average for 1986 students was 2.6% higher than the average for 1982. On 52 common items at the grade 7 level, the average for 1986 grade 7 students was equal the average for the 1982 grade 8 students. On 17 common items at the grade 10 level, the 1986 average was 7.7% higher than the average of the 1982 sample.

The Ministry is reviewing the results and will prepare recommendations for curriculum revision.

International Comparisons

Twenty-one of the grade 7 items were taken from the National Assessment of Educational Progress in the United States that was administered to 13 year-olds in 1977. The average for 1986 British Columbia students was 7.0% higher than the average for 1977 U.S. students. This difference is difficult to interpret because the data from the United States are dated.

An international assessment of science was conducted in 1985 and the Canadian results will be available in 1987.

Classroom Achievement Tests

As well as grade 12 examinations and provincial assessments, the Ministry also supplies Classroom Achievement Tests as a service to teachers. These tests are used only by teachers; the Ministry does not collect results. About 750,000 of these tests were distributed last year. During 1985/86, work was begun on providing French translations for some of the mathematics and science tests.

Special Education

The Ministry, in cooperation with school boards, is responsible for ensuring that all children of kindergarten and school age receive accommodation and tuition. The Province helps school boards provide for exceptional children through special programs and services that are in addition to the regular school program. Over the past few years there has been a steady growth in the number of students served through special needs programs. This increase is the result of a greater public awareness of the requirement to provide for special needs students and better methods of identifying and assessing these students.

Table 2.26 shows special education enrolments, and shareable amounts allocated by programs on a total and per pupil basis for 1984 and 1985/86. In addition, districts may be providing special services to additional pupils.

Table 2.26 Special Education Enrolment, Shareable Funding & Per Pupil Shareable Amounts (1985/86)

PROGRAM	1984 ENROLMENT	1984 TOTAL AMOUNT ($)	1984 PER PUPIL AMOUNT ($)	1985/86 ENROLMENT	1985/86 TOTAL AMOUNT ($)	1985/86 PER PUPIL AMOUNT ($)
Trainable Mentally Handicapped	1,467	11,431,035	7,792	1,334	10,982,931	8,233
Severely/Profoundly Mentally Handicapped	270	2,752,171	10,193	298	3,024,755	10,150
Physically Handicapped	417	3,925,091	9,413	381	3,831,591	10,057
Visual Impairment	453	4,070,591	8,986	424	4,198,958	9,903
Hearing Impairment	765	5,950,265	78,293	689	5,794,975	8,411
Autistic	173	2,001,433	11,569	157	1,995,532	12,710
Severe Learning Disabilities	3,663	15,222,301	4,156	3,900	16,678,204	4,276
Educable Mentally Handicapped	4,293	17,674,007	4,117	4,049	17,751,921	4,384
Severe Behavior Problems	1,984	8,444,680	4,256	1,940	8,738,709	4,504
Rehabilitation	2,860	11,991,649	4,193	2,745	11,907,539	4,338
English As A Second Language	13,399	28,165,492	2,102	15,304	33,534,041	2,191
Indian Education	12,863	29,938,971	2,328	14,936	36,658,230	2,454
Gifted Education	9,574	20,841,360	2,177	9,570	21,646,424	2,262
Provincial Resource Program	732	9,220,822	12,597	990	7,615,715	7,693
TOTAL	52,913	171,629,871	3,244	56,717	184,359,525	3,251

Source: Special Education Division & Schools Research & Analysis.

For purposes of comparison, the funding for a regular elementary student in 1985/86 (instruction only) was $2,099 and the cost of a regular secondary student (instruction only) was $2,418. None of these costs include district administration, upkeep and maintenance, debt servicing or transportation.

Provincial - Regional Resource Programs

The intent of the provincial-regional resource programs is to provide for severely handicapped children in centralized locations and to accommodate children from districts that, because of the severity of the handicap, would be unable to access appropriate educational programs. Resource programs provide for a variety of needs, including those of the learning disabled, mentally handicapped, autistic, hearing impaired, hospital bound, and those with severe behavior problems. The Province plans to open an additional resource centre in 1986/87 to serve deaf-blind students who, in many cases in the past, have had to leave British Columbia for their education. In addition, several new programs for young offenders have been established and, in conjunction with a program provided by the Ministry of Health, educational programs will be provided for Native Indian children at the Kawisis Family Life Centre. Resource centres are operated by a local district, but are considered provincial or regional facilities and operating costs are fully funded by the Province. A similar funding arrangement with local school districts exists for school programs operated within youth containment centres. The Province operates its own residential program for hearing impaired students at Jericho Hill School.

General Comments

With continued improvement in the area of program delivery the Ministry intends to turn its attention to activities that will help to bring improvement to the quality of the programs. Augmented in-service opportunities in special education for all teachers, and particularly those teaching special needs students, a newly produced handbook about special education for school administrations, and a program evaluation model for special education programs are activities currently being developed for implementation in 1986/87.

Modern Languages

French Programs

In 1985/86, French Programs in British Columbia schools included four major areas. Table 2.27 details enrolment in these areas since 1983/84.

Table 2.27 Enrolments in French Programs (1983/84 to 1985/86)

	PROGRAMME CADRE	FRENCH IMMERSION	ENROLMENT IN FRENCH AS A SECOND LANGUAGE	
			ELEMENTARY	SECONDARY
1983/84	1,078	9,992	84,000	95,000
1984/85	1,352	12,552	75,000	95,000
1985/86	1,561	15,352	76,438	87,768

Source: Modern Languages Branch.

Programme Cadre de Francais provides instruction in French for children of Francophone parents. All subject areas (math, social studies, science, etc.) are taught in French, except English language arts from grade 3 onwards. In 1985/86, Programme Cadre was offered in 22 school districts.

Similarly, the *Immersion* program offers an alternative for non-Francophone pupils to be taught their academic subjects in French and to become fluent in French in the process. In

1985/86, French Immersion was offered in 32 school districts, an increase of four over 1984/85.

French as a Second Language programs offer instruction in French for 1 to 4 hours per week. For the 1985/86 school year, all districts offered French as a Second Language programs.

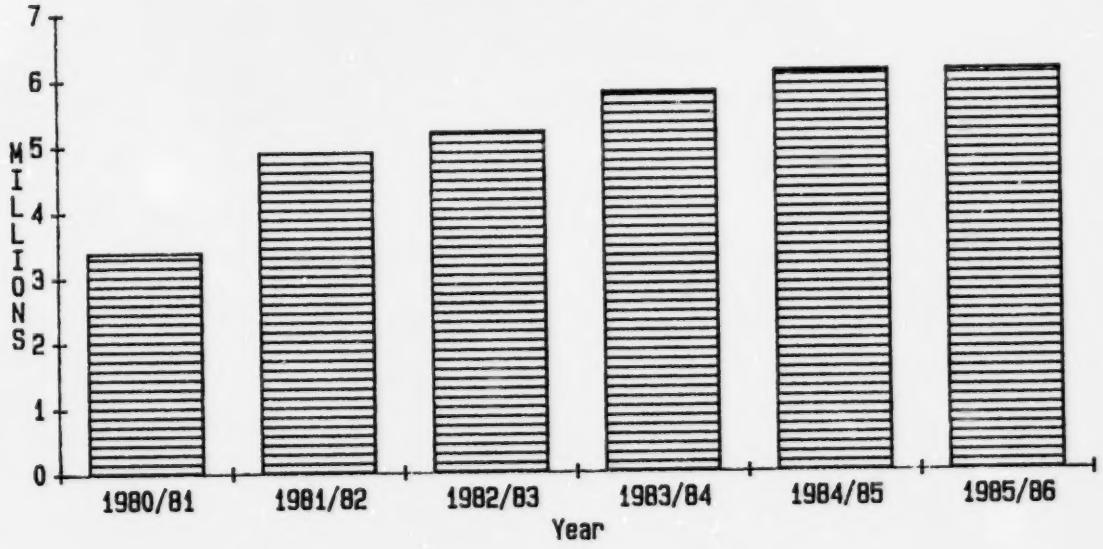
While French programs are funded by the provincial government on the same basis as are regular programs, the federal government also provides financial support for additional costs and startup for Immersion, Cadre and French second language courses. Table 2.28 and Figure 2.20 show federal French grants since 1980/81.

Table 2.28 Federal French Grants to British Columbia School Districts (1981/82 – 1985/86)

1980/81	$3,400,000
1981/82	4,877,228
1982/83	5,172,464
1983/84	5,820,000
1984/85	6,061,000
1985/86	6,126,000

Source: Modern Languages Branch.

Figure 2.20 Federal French Grants to British Columbia School Districts (1980/81 to 1985/86)



Source: Table 2.28

Other Languages

In addition to the above French programs several other languages are taught as part of the secondary curriculum. These include significant enrolments in German 9-12 and Beginners' German 11, Spanish 9-12 and Beginners' Spanish 11. Provincial curriculum guides for Mandarin Chinese (9-10 and Beginners' 11) and Japanese (9-10 and Beginners' 11) were made available for the first time in 1985/86. These guides will be extended to grade 12 during 1986/87.

Table 2.29 Secondary Enrolments in Spanish & German 1984/85 to 1985/86

	1984/85	1985/86
German	3,742	3,746
Spanish	2,244	2,247

Source: Modern Languages Branch.

Career Preparation

Career Preparation programs are designed to provide students with the opportunity of pursuing vocational studies in a selected career area combined with regular secondary experiences, thus qualifying the students for employment and/or entry into a post secondary program. The programs consist of the three courses in grade 11 and three in grade 12. Within the grade 12 year the student gains a practical orientation to employment through work experience with an employer. Starting in 1978/79, with 25 pilot programs enrolling 200 students, career preparation has expanded annually.

In 1985/86, 92 schools in 42 districts participated in the program. Overall, 254 programs with 31 different titles, involving 6,259 students were offered in 1985/86. Seventeen of the programs were new in 1984/85. The titles of the new programs included:

Business Education	Graphics
General Mechanics	Automotive Partsman
Carpentry/Joinery	Children's Services
Hospitality/Foods	Commercial Art
Hospitality/Tourism	Electronics

Table 2.30 shows career preparation enrolment and incidence since 1980/81.

Table 2.30 Career Preparation Enrolment (1980/81 – 1985/86)

	CAREER PREP. ENROLMENT	ASSOCIATED SCHOOLS	NUMBER OF DISTRICTS
1980/81	2,746	59	35
1981/82	4,402	78	40
1982/83	5,398	88	41
1983/84	6,117	93	42
1984/85	6,181	93	42
1985/86	6,259	92	42

Teaching/Instructional Performance

Mandate

The Ministry has a responsibility in the area of teacher effectiveness, including teacher qualifications and certification, assisting districts to monitor teacher performance, and assisting with the dissemination of effective instructional strategies. This section of the report details the Ministry's efforts in those areas.

Teacher Training

Table 2.31 and Figure 2.21 show the source of training of the teachers employed in the province in 1985/86.

Table 2.31
Active Teachers, by Source of Training (1985/86)

SOURCE OF TRAINING	NUMBER	% OF TOTAL
BRITISH COLUMBIA		
University of British Columbia	11,248	41%
University of Victoria	3,871	14%
Simon Fraser University	3,782	14%
Other	1,888	7%
	20,789	76%
OTHER CANADIAN PROVINCES	3,920	14%
OTHER COUNTRIES		
United States of America	993	
United Kingdom	1,117	
Other Countries	721	
	2,831	10%
NOT REPORTED	11	
TOTAL	28,247	100%

Source: Field Services.

Figure 2.21 Active Teachers by Source of Training (1985/86)

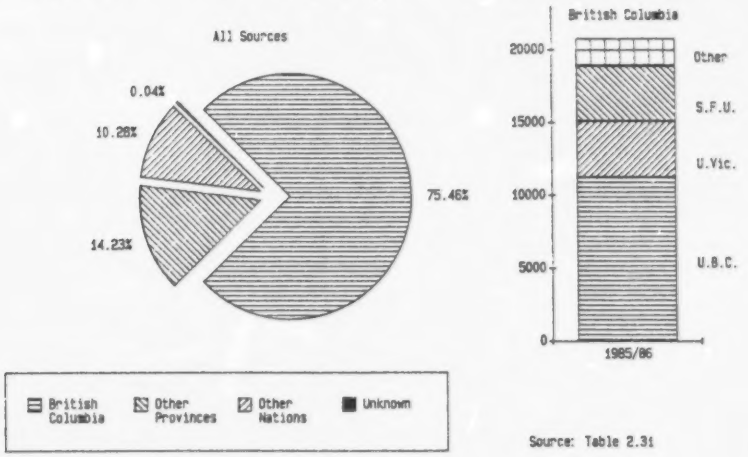


Table 2.32 shows the number of provincially trained teachers qualifying for initial certification since 1980/81. Table 2.33 and Figure 2.22 indicate the age distribution of the B.C. teaching force since 1980/81. These tables indicate a decrease in the teaching force and a decline in enrolment in teacher preparation programs, and an increase in the average age of the teaching force.

Table 2.32
Number of Faculty of Education
Graduates Qualifying for Certification
(1980/81–1984/85)

	TOTAL	CHANGE FROM PREVIOUS YEAR
1980/81	1,683	– 1%
1981/82	1,498	– 11%
1982/83	1,503	0%
1983/84	1,233	– 18%
1984/85	1,195	– 3%

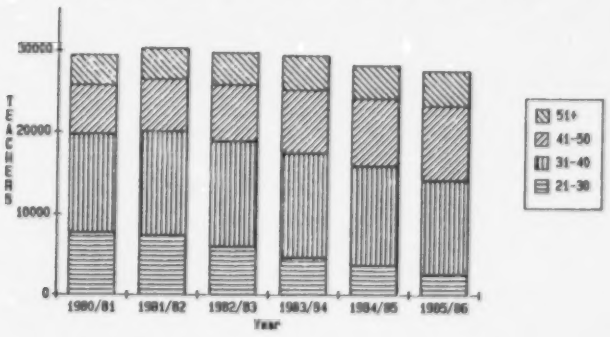
Note: 1985/86 data will be reported in the 1986/87 Annual Report.
Source: Field Services Division.

Table 2.33
Age Distribution of the B.C. Teaching Force
(Actual Headcount)
1980/81 to 1985/86

	LESS THAN 21	21–30	31–40	41–50	51+	NOT REPORTED	TOTAL
1980/81	6	7,709	12,045	6,010	3,704	11	29,485
1981/82	8	7,326	12,724	6,402	3,789	0	30,249
1982/83	3	5,983	12,897	6,900	3,927	59	29,769
1983/84	0	4,648	12,806	7,709	4,220	161	29,544
1984/85	0	3,670	12,202	8,243	4,078	54	28,247
1985/86**	0	2,586	11,561	9,080	4,309	15	27,551

**Note: Changed age grouping from last year.
Source: Field Service Division.

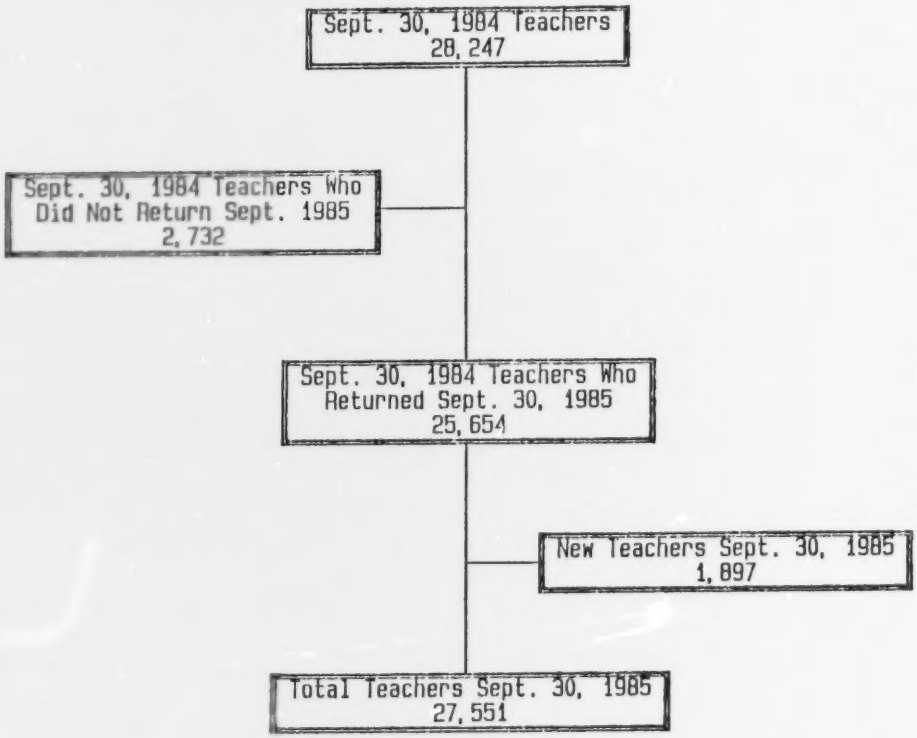
Figure 2.22 Age Distribution of Provincial Teaching Force
(Actual Head Count — 1980/81 to 1985/86)



Source: Table 2.33.

Figure 2.23 displays the change in the number of teaching positions in British Columbia between September 30, 1984 and September 30, 1985. Although the size of the teaching force declined by almost 700 teachers, about 1,900 new teachers appeared in the school system. Some of these are new to the profession, but many will be returning from leaves or transferring from other areas.

Figure 2.23 Flowchart of Total F.T.E. Teachers (Sept. 1984 to Sept. 1985)



Teacher Certification

Table 2.34 indicates the total number of certificates issued during the 1985/86 school year.

Table 2.34 Certificates Issued During The 1985/86 School Year (July 1, 1985 to June 30, 1986)

	TEACHING LICENCE	STANDARD	PROFESSIONAL	INSTUCTOR'S DIPLOMA	TOTAL
Interim	2	29	363	—	394
Continuing	-	309	1513	71	1893
Totals	2	338	1876	71	2287

Source: Field Services Division.

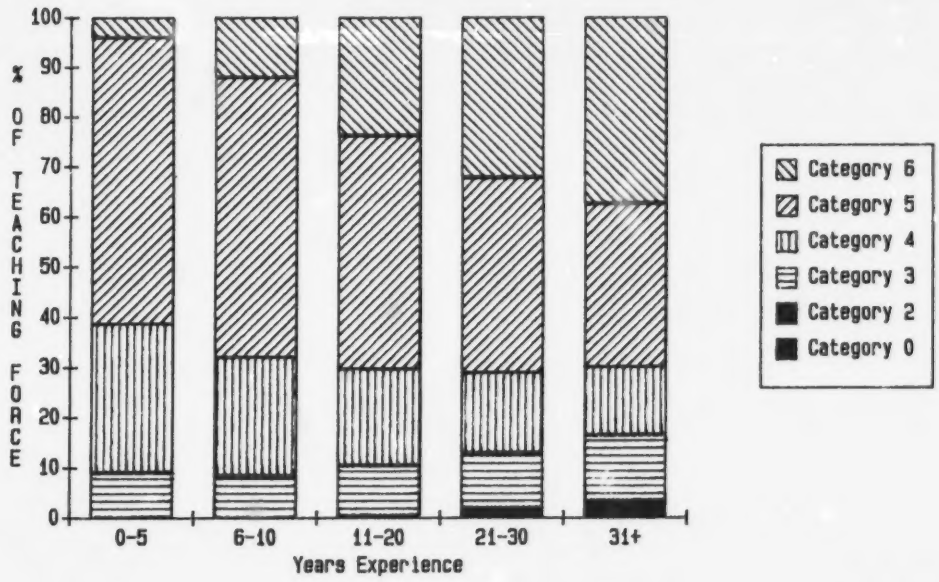
Table 2.35 and Figure 2.24 provide a summary of the number of teachers in each qualification category arranged by teaching experience. Category 6 represents a post-graduate degree; categories 4 and 5 represent four year (elementary) and five year (secondary) degrees; categories 2 and 3 represent two and three years of teacher training; and category 0 represents Letters of Permission, issued when no qualified teacher can be found, and Instructors' Certificates.

Table 2.35 Teacher Qualification, by Experience 1985/86 (Reporting Teachers Only)

CATEGORY	EXPERIENCE (Years) 0-5	6-10	11-22	21-30	31+	TOTAL
0	0.00	4.00	22.00	10.00	6.00	42.00
2	11.22	7.90	57.10	86.75	26.60	189.57
3	319.29	482.03	1,076.62	484.88	117.30	2,480.12
4	1,074.10	1,380.76	2,099.13	713.68	121.90	5,389.57
5	2,088.92	3,293.03	5,113.91	1,746.10	294.66	12,536.62
6	145.17	709.47	2,624.79	1,448.42	339.80	5,267.65
	3,638.70	5,877.19	10,993.55	4,489.83	906.26	25,905.53

Source: Field Services Division.

Figure 2.24 Teacher Qualification by Experience Reporting Teachers Only (1985/86)



Source: Table 2.35.

The number of Letters of Permission issued has gradually declined from 632 during the 1974-75 school year to 66 during 1985/86. This decline reflects a much better supply of fully qualified teachers for each available teaching job within the Province. The majority of temporary permits were issued to those completing an internship as part of the Accelerated Program in Industrial Education; untrained teachers offering instruction in Native Indian Languages and Art; and to those teaching a diverse range of subject areas and grade levels on a full or part-time basis in remote school districts. The Letters of Permission statistics also reflect a slight under-supply of qualified teachers in the areas of French Immersion and Programme Cadre.

Table 2.35 shows that teachers in B.C. have been receiving more training in recent years, and that the teaching force as a whole is very well qualified.

Professional Performance of Teachers

Central Office administrators, up to July 7, 1986, wrote 401 evaluation reports on principals and teachers during the 1985/86 school year. This figure represents only a small fraction of the reports written in the 75 school districts. Under the provisions of the School Act Regulations, district superintendents' may direct principals to evaluate the performance of all first-year teachers, and other teachers on staff every third year of service. These reports are filed in school board offices.

A summary of teacher evaluations written during the 1980/81 to 1984/85 period, separated by ratings, appears in Table 2.36.

Table 2.36
Teacher Evaluations Received by the Ministry by Rating
(1980/81–1985/86)

	EXC.–GOOD		GOOD–SAT.			SAT.–POOR				
RATING	1	1–2	2	2–3	3	3–4	4	4–5	5	TOTAL
80/81	60	126	269	149	125	4	21	1	9	764
81/82	69	198	270	180	117	1	25	1	4	865
82/83	21	168	227	129	85	1	17	—	13	661
83/84	118	219	202	89	67	2	28	—	13	738
84/85	79	162	181	55	59	2	18	2	7	565
85/86*	60	144	98	42	38	1	15	0	3	401

* Data for 1985/86 are preliminary as reports come in throughout the fall.
Source: Field Services Division.

Teacher Appeals

The School Act provides teachers with legal or appropriate avenues of appeal of dismissal, suspensions exceeding 10 days, termination for incompetence, and transfer. Tables 2.37, 2.38, and 2.39 show results of these appeals since 1980.

Table 2.37
Teacher Appeals — Boards of Reference

YEAR	APPEALS OF SUSPENSION	APPEALS OF DISMISSAL	APPEALS UPHELD	APPEALS UNSUCCESSFUL WITHDRAWN	APPEALS
1980	—	1	—	1	
1981	2	2	1	2*	1
1982	1	3	—	2	2
1983	4	3	—	5**	2
1984	—	—	—	—	—
1985	3	5	1	2	5
1986 (until June 30)	2	6	—	6***	2
TOTALS	12	20	2	18	12

* — 1 decision of the Board varied.
** — 4 suspensions were upheld but length was reduced.
*** — 4 hearings not yet completed.
Source: Field Services Division.

Table 2.38
Teacher Appeals — Review Commissions

YEAR	NUMBER OF APPEALS OF TERMINATION	APPEAL UPHELD	SCHOOL BOARD UPHELD	APPEALS WITHDRAWN
1980	2	—	—	2
1981	1	—	—	1
1982	0	—	—	—
1983	1	—	—	1
1984	0	—	—	—
1984	3	1	1	1
1985	3	1	1	1
1986 (until June 30)	2*			
TOTALS	10	2	2	6

* In progress.
Source: Field Services Division.

Table 2.39
Teacher Appeals — Transfer Reviews

YEAR	REVIEWS REQUESTED	COMMITTEES ESTABLISHED	TRANSFER UPHELD	APPEAL SUCCESSFUL	APPEAL WITHDRAWN
1980	9	3	8	0	1
1981	7	5	3	3	1
1982	1	1	0	1	0
1983	12	3	10	1	1
1984	7	1	6	1	0
1985	4	1	3	1	0
1986 (until June 30)	1	1*			
TOTALS	41	15	30	7	3

* In progress.
Source: Field Services Division.

Cancellation of Certification

The Lieutenant Governor in Council may suspend or cancel a teaching certificate for cause, under the authority of section 15 (g) of the *School Act*. Gross misconduct or convictions for certain types of criminal offenses normally constitute cause for the suspension or cancellation of certificates. The number of cancellations, shown in Table 2.40, is very small, especially when considered in light of the 27,551 teachers in the public system.

Table 2.40
Teaching Certificates Cancelled

YEAR	NUMBER CANCELLED
1980	0
1981	0
1982	0
1983	3
1984	7
1985	7
1986 (until June 30)	6

Source: Field Services Division.

Teacher Exchange

International and interprovincial teacher exchange programs, for which the Ministry provides administrative support, continued to provide excellent professional development opportunities for provincial teachers. During the 1985/86 school year, 527 teachers applied to participate in exchange programs. Of this total, 31 were placed in the United Kingdom, 39 in Australia, 5 in the United States, 2 in West Germany, and 11 in other Canadian provinces.

Student Exchange Programs

The Ministry is directly involved in the coordination of a number of exchange programs. The two major programs are the Interchange on Canadian Studies and the German Exchange Program. The Interchange permits 10 to 20 students each year to travel to a location in Canada where they meet with approximately 400 senior secondary students from across the country for a week long conference. In 1986 the Interchange was held in Halifax, Nova Scotia and 15 grade 11 students from across British Columbia attended.

The German Exchange Program lasts for a six month period during which each of the partnered students visits the other country to attend school. In 1985/86, a total of 43 British Columbia students participated in the exchange. The 1986/87 program will involve 37 students representing 13 school districts and 4 independent schools. In all, 18 schools will participate. Students are selected for the program on the basis of their fluency in German since they are expected to carry on with an academic program while in Germany. The British Columbia students usually encounter some difficulties, because of their limited German vocabulary, and their academic progress may suffer. However, that is compensated for by their eventual proficiency with the German language and greater understanding of Europe, its people and its history.

Program Effectiveness

The Program Effectiveness Branch collaborates with schools and school districts on projects designed to improve student achievement with a focus on staff development at the school level. The Branch works directly with schools and district staff by providing assistance in four areas.

In-Service Seminars

Workshops and consultations are offered for teaching staff and administrators. The essence of these sessions is to examine the literature on effective schools and to use this information in developing school improvement plans at the local level. The Branch has conducted a total of 120 workshop sessions for 4,500 educators from 37 school districts and 15 other educational groups.

Network Registry

The Branch produces a network list of resource people within the province who are knowledgeable in the area of implementing school improvement projects. People with common projects share information through the network. A regular newsletter informs members of current initiatives throughout the province. The registry exceeded 620 members in 1985/86.

Local Initiative Funding

Seed money is provided for selected school projects which are adjudicated on the basis of design, school size, and geographic location. Grants range from $500 for school projects to $5000 for a district-wide plan. In 1985/86 the Branch distributed $55,150 to projects in 33 districts. To date 81 proposals from 41 school districts have received Branch support.

Clearinghouse Role

The Branch has received 78 descriptions of improvement activities from schools throughout the Province. Copies of these descriptions are made available from the Ministry to schools and educational institutions which request them. A total of 2,299 descriptions have been distributed to 139 network members in educational institutions in British Columbia, Alberta, Ontario, the United States and the United Kingdom.

Secondary School Accreditation

Each British Columbia secondary school enrolling grade 12 pupils is periodically required to complete the Provincial Accreditation Process. The main purpose of the Accreditation Process is to provide for a systematic evaluation and, through it, improvement of school programs, services, and operations.

Accreditation is a process with three distinct phases. It begins with the school staff and administration systematically completing a written internal review of each educational program, service, and operation of the school. Following this an External Evaluation Team of educators from the Ministry of Education, school districts, and other schools visit the school to be accredited and expands on the internal assessment. The External Evaluation Team conducts a comprehensive evaluation and provides, in an external evaluation report, helpful suggestions and recommendations for the improvement of the

school. The third phase of the accreditation process is the follow-up work which is undertaken in the school to implement recommendations made in the internal and external reports.

Twenty-eight schools in twenty-one school districts completed the internal assessment and external evaluation requirements of the Provincial Secondary School Accreditation Program during the 1985/1986 school year. These schools were awarded accreditation for periods of two to six years. Table 2.41 displays the breakdown.

Table 2.41
Secondary School Accreditation
(1985/86)

	NUMBER OF YEARS ACCREDITED					
	1	2	3	4	5	6
Number of Schools	0	1	1	14	9	3

Source: Field Services Division.

Schools accredited for five or six years in terms of community relationships, philosophy and objectives, staff and administration, educational programs for students, provincial regulations and standards, and school facilities, meet all educational requirements and are considered to be competently managing their own educational services.

Schools accredited for three or four years are satisfactory in most respects, but there is need of improvement in certain specific aspects of the school's operation.

Schools accredited for one or two years are ones that need significant aspects of the school program attended to and improved.

Independent Schools

Independent Schools

The British Columbia government formally recognizes the importance of private schools in providing an alternative form of education. In 1977 it passed the *Independent Schools Support Act* authorizing the government to make grants to those independent schools which chose to apply and met the Act's requirements.

At present, that Act remains largely unchanged, although it is now entitled the *School Support (Independent) Act*.

To become eligible for government grants a school authority must incorporate as a non-profit society under the *Society Act* and, following incorporation, operate the school successfully for at least three consecutive years.

The *School Support (Independent) Act* provides for two levels of classification: Group 1 and Group 2. To qualify for a grant, Group 1 schools must satisfy the Inspector of Independent Schools that the teaching facility is adequate and that no program is in existence or proposed that would promote or foster doctrines of racial or ethnic superiority, religious intolerance or persecution, or social change through violent action.

For Group 2 classification, the Inspector must be satisfied that, in addition to meeting the listed criteria for Group 1 schools, a school is providing curriculum offerings that meet instructional time requirements in course subjects, as determined by the Minister of Education. Group 2 schools also must participate in provincial assessment and examination programs, provide satisfactory pupil testing, ensure that teachers become certified, and agree to participate in an external evaluation process.

Regulations further stipulate that to be eligible to apply for Group 1 or Group 2 classification, a school must enrol a minimum of ten pupils in the case of an elementary school, or fifteen pupils for a secondary school. In addition, at least fifty per cent of the enrolment must consist of qualifying students; that is, they must be Canadian citizens or landed immigrants whose parents are permanent British Columbia residents.

To receive government grants classified schools must file audited reports verifying the number of qualifying students in attendance. Grant amounts are determined each year by the Lieutenant Governor in Council (the Provincial Cabinet). In 1985/86 Group 1 schools received a per pupil grant of 9% of the per pupil operating cost of the public school district in which the independent schools were located, and Group 2 schools received 30%. The total grants approved, payable for the 1985/86 school year amounted to $26,472,966. This represented an increase of $1,716,911 over the previous year's total grant figure. Most of this increase was a result of an increase in student enrolment. A smaller portion was due to a modest increase in public school per pupil operating costs in districts where the independent schools were located.

Table 2.42
Independent School Grants

	GROUP 1 $	GROUP 2 $	TOTAL $
1977/78	N/A	N/A	8,402,275
1978/79	57,954	9,417,741	9,475,695
1979/80	130,503	10,532,897	10,663,400
1980/81	93,806	12,928,500	13,022,306
1981/82	146,435	16,785,807	16,932,242
1982/83	204,281	20,751,666	20,955,947
1983/84	260,223	22,796,202	23,056,425
1984/85	322,679	24,433,376	24,756,055
1985/86	247,561	26,225,405	26,472,966

During the 1985/86 school year, 15 Group 1 and 152 Group 2 schools with a total of 26,855 students (approximately 6% of the Province's total public school enrolment) qualified for support under the *School Support (Independent) Act*. This represented an increase of two schools and 1,022 qualifying students over the previous year's figures.

Table 2.43
Qualifying Pupils — Group 1 and Group 2 Independent Schools

YEAR	GROUP 1	FTE Q.P.	GROUP 2	FTE Q.P.	TOTAL	FTE TOTAL Q.P.
1977/78	2	N/A	99	N/A	101	16,817
1978/79	2	454	105	17,367	107	17,821
1979/80	3	727	107	17,524	110	18,251
1980/81	3	479	112	19,176	115	19,646
1981/82	6	617	118	21,241	124	21,858
1982/83	9	705	121	21,771	130	22,476
1983/84	11	864	139	23,416	150	24,281
1984/85	14	1,073	151	24,760	165	25,833
1985/86	15	814	152	26,041	167	26,855

The enrolment of qualifying pupils is projected to increase by 6% per year for each of the next four years.

MINISTRY OPERATIONS

Ministry Operations and Support Services

Introduction

Support services to the educational system, the public, and internally within the Ministry of Education are provided by the Department of Management Operations. These services, which include legislation, information, data processing, personnel, educational media, textbooks and other learning materials, and administrative services are provided in order to assist in the achievement of the goals of the Ministry listed in the introduction of this report.

Objectives Related To Human Resources

1. **To conduct reviews of organizational needs and manpower objectives as they are reflected in the areas of structure, personnel and systems, as directed by the Executive Committee. This committee consists of the deputy minister and the assistant deputy ministers of the departments in the Ministry, and the inspector of independent schools.**
2. **To support the planning, development, implementation and appropriate utilization of human resources and of personnel administrative processes within the Ministry.**
3. **To provide necessary support services and facilities to ensure the economical and adequate housing and internal administration of the Ministry.**

In a continuing effort to achieve efficiency and economy, the number of full time equivalent staff was reduced to 475* in 1985/86 from 484 in 1984/85. Figures 3.1 and 3.2 illustrate staff changes over the last four years and show the consequent changes in salaries.

In working to ensure the most effective use of the Ministry's human resources, the following initiatives were introduced in this first year of a specially developed Human Resources Plan.

All employees were surveyed to measure the effectiveness of the present human resources management practices. This led to the development of a more effective employee orientation program. In the area of career development, advantage was taken of substitution opportunities and secondment outside of the Ministry. One hundred sixty seven employees participated in career development courses or some other form of training. One employee is now on a three-year secondment to the Canadian Intergovernmental Secretariat in Ottawa. Work continued on employee performance, planning and review.

A significant change was reflected in the percentage of women in management which increased to 22 per cent in 1985/86 from 10 per cent in 1984/85.

* Includes colleges and institutes staff which moved to the Ministry of Post-Secondary Education in February 1986.

The introduction of a new Management Job Evaluation Plan and its proposed implementation over the next four years will involve intensive examination and evaluation of all management positions.

Additionally, the changing nature of employee assignments continues to be reflected in the need to review job descriptions. During this year 163 positions were reviewed, an increase of 69 per cent over the previous year.

Appropriate training of staff working with new technology continues to be a high priority. During the 1985/86 fiscal year 99 staff members took at least one computer/information processing course.

To meet objective 3, Support Services Branch continues to provide on-going services in the areas of space allocation, records management, equipment maintenance, telecommunications and postal facilities, vehicles management, security and health and safety issues.

Figures 3.1, and 3.2 illustrate the staff reduction, and show the consequent reduction in salaries and space requirements over the last four years.

Figure 3.1 Ministry Full-Time Equivalents (FTE) Staffing Summary (Budget): 1982/83–1985/86 Fiscal Years

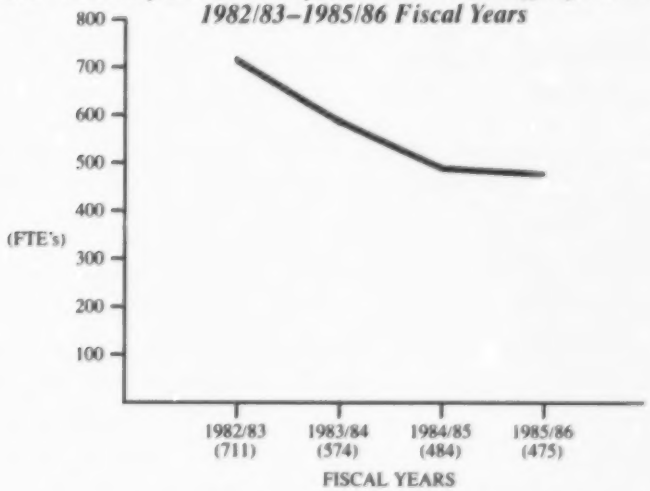
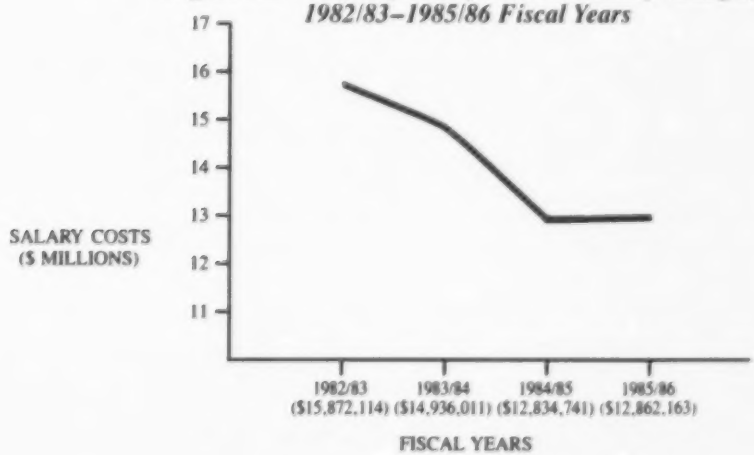


Figure 3.2 Ministry Salary Costs Summary (Budget): 1982/83–1985/86 Fiscal Years



Objectives Related To Office Automation

4. To provide for effective selection, implementation and use of office automation at all levels of the Ministry to increase productivity, to facilitate the flow of information and communication exchanges, and to support office information systems.

In August 1985, the Minister of Finance ordered a spending freeze on all but the most essential computer resources.

Changes were made in the operation of the ministry mini-computer to obtain maximum production from it. All important data processing systems remained operational. Plans continued to make it possible for all school districts to submit their data to the Ministry electronically, thus reducing paper handling both in the field and in the Ministry.

Objectives Related To Information And Communication

5. To improve the timeliness, consistency and effectiveness of information and communications within and outside the Ministry.

The strong public interest in general and specific educational programs and initiatives continued in 1985/86. There was a steady stream of public enquiries from within the Province and from all parts of the world. The Ministry continued to respond to approximately 5,000 requests from the public for information by direct replies or by issuing standard publications such as:

— Public Schools In British Columbia;

— the Independent Schools booklet;

— the Plus 10 Handbook For Academic and Career Planning.

In April 1986, a full-time director of information services was appointed to:

1. monitor and improve ministry communications with primary constituents;
2. monitor and improve internal ministry communications;
3. detect emerging issues in education and develop information response mechanisms.

In May 1986, a Communications Plan was established for fiscal year 1986/87, outlining specific programs for improving internal and external ministry communications. The plan included: internal and external information audits; internal and external newsletters; development of an employee communication guide and feedback mechanisms; publication of a schools information booklet and ministry fact sheet; ongoing media liaison including distribution of news and feature releases publicizing newsworthy events; and timely production of the annual report.

The ministry library provides research services to ministry staff primarily and to members of the professional community and the public on an appointment basis.

The collection is made up of current journals and newspapers, reference works and books on topical issues in education.

Increasingly the library has adopted the policy of automating its services as much as possible to provide the most cost-effective use of resources and staff time. Most reference work is now performed electronically, using large Canadian and American data bases in all subject files and the inter-library loan services of the National Library and the Canadian universities. These computerized services have been found to be the most effective way of providing staff with relevant information within a reasonable time span.

Objectives Related To Governance

6. **To provide a legal and policy framework and process to support the governance of the educational system.**
7. **To ensure that legislative and policy support services are available to support the Ministry's goals and objectives.**
8. **To ensure ministry and school district compliance with statutory obligations.**

The three provincial statutes which govern the operation of the educational system are set out in Figure 1.1 in the introduction to the annual report (p. 12), along with other statutes which are of importance to the Ministry in its operations and dealings with third parties.

During the year the Ministry faced changes in legislation which had a direct or indirect impact on its operation and the operations of field agencies. These included:

a) the amendment of the *School Act*, effective January 23, 1986, with respect to enacting new procedures concerning budgets for capital expenditures. In addition the Lieutenant Governor in Council can now define "emergency" capital projects and prescribe procedures respecting school board applications regarding capital expenses. These amendments have resulted in the saving of both ministry and school district personnel time in the preparation of capital plans and in the raising of capital at the lowest possible costs.

b) The amendment of the *Education (Interim) Finance Act*, effective April 10, 1986 which:
   i) clarified the amount on which the base and shared services grant is calculated;
   ii) removed the power of the Minister to issue directives respecting school board budgets;
   iii) permitted school boards to raise funds through residential taxation to cover additional services deemed essential at the local level without the necessity of referenda;
   iv) removed the statutory repeal provision so that this Act will now continue in force after December 31, 1986;
   v) implemented "housekeeping" amendments.

c) the amendment of the *Education (Interim) Finance Act*, effective retroactive to January 1, 1982, which:
   i) permitted adjustments to be made in the amount of grants and the amount to be raised by taxation on non-residential land and improvements when taxes are prorated based on partial year holding or occupancy of Crown land;
   ii) permitted municipalities to claim adjustments in the amount of tax payable to the Province when they are unable to collect tax on leased non-residential Crown land;
   iii) provided that, after 1986, adjustments in taxes have to be taken into account in determining the amount municipalities may deduct for collecting taxes.

d) the amendment of the definition of "improvements", effective October 1, 1985, in both the *School Act* and the *Education (Interim) Finance Act*. This amendment removed the value of all fixtures, machinery, etc. that are removable by the tenant as personal property, from the net taxable value of non-residential land and improvements.

e) the amendment of the *School Support (Independent) Act* which permitted the Inspector Of Independent Schools to suspend or revoke, for cause, the certification of a teacher on the recommendation of an independent schools teacher certification committee. The Act was also amended to permit an appeal of the teacher to the Minister. These changes were given first reading in the Legislature on May 14, 1986, given Royal Assent on June 17, 1986 and came into effect on July 10, 1986.

f) consequential amendments made to the *School Act* by replacing all references to the *Arbitration Act* with the *Commercial Arbitration Act*. The new *Commerical Arbitration Act* repealed the *Arbitration Act* and provided in its place a modern, simpler and more certain process to encourage people to resolve their commercial disputes through arbitration. These changes were given first reading on April 21, 1986, given Royal Assent on June 17, 1986 and came into effect on July 4, 1986.

g) an Independent Schools Classification Regulation which required that these schools, in order to qualify for either a Group 1 or a Group 2 grant must:
   i) have 10 or more qualifying pupils in the elementary grades (K-7) or 15 or more in the secondary grades (8-12); and
   ii) have at least 50 per cent of the enrolment consisting of qualifying pupils.

h) regular and housekeeping regulations and orders in council dealing with
   i) 1986 non-residential school taxation rates for each school district;
   ii) updating the Prescribed Materials Regulation and the Correspondence Education Regulation involving all materials prescribed for use in the public schools and correspondence program respectively;
   iii) updating the composition of the Board of Examiners;
   iv) updating school district boundary descriptions.

In addition, the Division of Legislative and Information Services was involved in the following activities:

a) ministry response to the statement of claim by the British Columbia Teachers' Federation (B.C.T.F.) and selected local teacher associations concerning the scope of teacher collective bargaining in B.C. involved extensive legal and policy research of current and historical practice. As the *Charter of Rights and Freedoms* served as a primary basis for the B.C.T.F. statement of claim, considerable research activity pertained to this new federal legislation. This undertaking also entailed close interaction with the Ministries of Labour, the Attorney-General and legal counsel representing the B.C.T.F.

b) the influence of the *Compensation Stabilization Act* on the bargaining process carried out independently by school boards and local teachers' associations in the 75 districts of the Province necessitated continued monitoring of the bargaining process. The appointment of conciliators and arbitrators for districts in dispute involved close collaboration with the Ministry of Labour and the field.

c) at the request of the Ministry of Post-Secondary Education, the Ministry of Education updated the *Digest of Post-Secondary Collective Bargaining*. As a result of this service, the fourth annual edition of the Digest provides a complete overview of statutory considerations related to post-secondary bargaining. It is issued to all community colleges and provincial institutes by the Post-Secondary Ministry.

d) amendments to the federal *Young Offenders Act* and corresponding implications for school districts required continuous attention and liaison between ministries

and between the Ministry and school districts. Clarification was issued to school districts, for example, on the meaning of access to young offenders' records as outlined in the B.C. Attorney General's Authorization (July, 1986). Currently, work is in progress on clarifying various provisions of the *Young Offenders Act* for school district personnel such as the meaning of "person in authority", "pupil consultation" and the "admissibility of evidence" in court.

e) regular liaison between ministries and the Federal Government continued on immigration and settlement matters. Considerations related to English as a second language programs and visa students served as the focus of deliberations. The Ministry is currently involved with other ministries in drafting a provincial perspective on a possible federal-provincial agreement on relevant social and educational matters.

f) preparatory work for the enquiry into the sexual abuse of children by school board employees in British Columbia entailed considerable liaison with the ministries of the Attorney General and Human Resources (now Social Services and Housing) in addition to that with school districts. Subsequent to the commencement of the enquiry, conducted by Barry M. Sullivan, the Ministry worked closely with Mr. Sullivan and associated investigators.

In addition, the Ministry, in order to ensure that the most up-to-date version of consolidated education legislation is available to both school district and government officials, continued to update the *Manual of School Law* with releases 10 and 11. An *Abridged Manual of School Law* was also distributed to all school districts permitting more board office officials access to the current legislation.

Objectives Related To Financial Accountability And Administrative Systems

9. To promote increased efficiency, economy and effectiveness by reviewing and recommending the implementation of management, administrative and financial systems.

10. To develop and operate strategic information and data processing systems to enable and enhance policy and decision making processes.

An ongoing liaison is maintained with the various branches of the Ministry of Finance including the Comptroller General's office, Treasury Board Staff and other government agencies regarding matters of finance and financial administration. The development, monitoring and ongoing analysis of the ministry's annual budget is critically important to guide the distribution of resources which will lead to the optimum achievement of the ministry's goals.

The Director, Management Analysis Branch carried out or assisted in eight projects intended to improve the efficiency, economy or effectiveness of the Ministry by reviewing and recommending the implementation of management, administrative and financial systems.

A senior management reporting system founded on factors critical to success was developed and implemented as a prototype in the Management Operations Department. A management study of the Modern Languages Branch assisted the Director of that Branch in planning improvements in the use of federal language grants. Assistance was provided to the directors of four branches in the design, conduct, analysis and reporting of surveys relating to accounting services, personnel services, accreditation, and employee attitudes. A major study of text book purchasing was completed for the Director, Publication Services, and other managers were assisted by ad hoc advice.

FIGURE 3.3
SOURCES AND APPLICATION OF FUNDS — 1985/86

($ MILLIONS)

MINISTRY OF EDUCATION
1985/86 ESTIMATES

PUBLIC SCHOOLS CONTRIBUTIONS			OTHER SOURCES OF FUNDING			MAJOR FUNDED AGENCY PUBLIC SCHOOLS (1985/86)	
Contributions:			Residential taxation	438.2		Operating	1,654.7
Operating	565.5		Less home owner grant	(272.0)		Debt servicing	184.7
Debt servicing	109.6		Net residential taxation		166.2	Total gross budgets	1,839.4
Insurance and Misc. programs	4.9		Non-residential taxation		557.2	Insurance and Misc. programs	4.9
Total direct contributions		680.0	Surplus/deficit carry forward and adjustments for provincial fiscal year		1.6	Total	1,844.2
Home owner grants		272.0	Other revenue		69.4*		
Teacher's Pension Fund		97.8	Total		794.4		
Total Contributions		1,049.8					

*Other revenue sources:
Federal government 35.8
Provincial government 18.9
Locally raised 14.7

Independent School Contributions	26.8
Ministry Operating Funds	48.5
Post-Secondary Colleges and Institutes*	303.1
Total 1985/86 Estimates	1,428.2

Provincial funding for Independent Schools is based on a percentage of the total number of pupils and operating costs in the Public School system. The balance of funds is raised through tuition fees and other revenue.

NOTE: During this reporting period the fiscal years for the agencies are:

Ministry of Education	April 1985–March 1986
Public Schools	July 1985–June 1986

Table 3.1
Federal and Provincial Agreements Administered by the Ministry of Education

Agreement	1984/85 Estimates	1985/86 Estimates
	$	$
Education of Status Indians	25,223,000	28,460,000
Official Languages in Education (Bilingualism)	7,200,000	6,126,000
Education of Service (DND) Children	2,665,000	2,600,000
TOTAL	35,088,000	37,186,000

* Effective March 5, 1986 the Post-Secondary Vote was integrated with elements of Universities and Sciences into the Ministry of Post-Secondary Education.

Objectives Related To Textbooks

11. To administer the purchase and delivery of all textbooks and print learning resources for public and independent schools, correspondence and adult education students in B.C.

The Publication Services Branch of the Ministry provides textbooks and other print learning materials to approximately 540,000 students in the province. The inventory of titles includes 1,600 prescribed and authorized English, 350 French, and 150 post-secondary and vocational titles, plus 140 correspondence course papers. The Ministry is the third largest purchaser of books in Canada. However, British Columbia is the largest Canadian producer of custom-made textbooks to match provincial curriculum.

Textbooks are purchased in the most economical quantities based on a review of price, specifications and supply. Where possible, efforts are made to use B.C. publishing companies and textbook manufacturers in order to support the Province's printing, binding and paper industries.

The value of materials (textbooks, curriculum guides, audio/video tapes, vocational and correspondence) shipped during 1985/86 was approximately $17 million. $6.125 million was added to the textbook budget from the Excellence In Education Fund, which allowed the purchase of textbooks for the following new programs: Social Studies 10, Biology 11 and 12, Computer Science 12, Fine Arts 1-7, Science and Technology 11, Family Management 11, 12 and atlases for Grade 8 through 11. In addition, new programs in Social Studies 6 and 7, Science 9 and Physical Education were funded from the branch base budget. There was very positive feedback from schools about the large variety and excellent quality of new programs offered this year. Figure 3.3 shows the dollar value of materials distributed since 1981/82.

Table 3.2 Value of Materials Distributed Annually by Publication Services —1981/82 – 1985/86

YEAR	VALUE OF MATERIAL ($ MILLIONS)
1981/82	10.3
1982/83	13.2
1983/84	11.3
1984/85	13.1
1985/86	17.4

This year, textbook rebinding was maintained. School districts were asked to spend a minimum of four per cent of the value of their orders on repairing existing textbooks, rather than buying replacements. A rebound textbook performs like a new one at one-quarter of the cost. Approximately 130,000 textbooks were repaired at a saving of more than $1.7 million.

Publication Services manages the Credit Allocation Plan. This is an order control function where districts are provided annually with textbook credits which are exchanged for textbooks. The total allocation has been claimed each year since the inception of the plan.

The School Library Book Purchase Plan provides district libraries with a selection of the best B.C. published trade books. In 1985/86, 44 titles were offered to school libraries at a total cost of about $140,000.

Objectives Related To Non-Print Learning Resources

12. To provide non-print learning resources to all schools and post-secondary institutions in the Province.

In 1985/86, the Provincial Educational Media Centre (PEMC) concentrated on acquiring, producing, evaluating, and distributing films, videotapes, audiotapes and microcomputer programs in support of the following curriculum areas:

— Biology 11/12
— Science and Technology 11
— Computer Science 12
— Teacher Orientation and Inservice
— Secondary Social Studies
— French
— TRAC
— Telecourses

Approximately 600 new titles in these areas were added to PEMC's collection in 1985/86. Catalogues and special listings were sent to all schools and colleges.

To ensure that PEMC's media resources were supportive to the various ministry programs, PEMC worked very closely with representatives from the Curriculum Development, Modern Languages, Program Effectiveness, and Correspondence Branches in the K-12 area, and with the Post-Secondary Department and the individual institutions in the post-secondary area.

In 1985/86 as a result of this collaborative effort, a number of key projects were undertaken:

1. Twenty-six teacher inservice/orientation programs were broadcast on the Knowledge Network under the "Teaching and Learning" series title.
2. Media resources were identified and acquired as an integral part of the Science and Technology 11 modules.
3. French sound tracks were produced for several English language video tapes for use in Immersion and Cadre programs.
4. A selection of video programs was made available on loan to correspondence and distance education students.
5. Six "Discovering B.C." video kits were produced and distributed as support material for the Social Studies curriculum on a cooperative project with the B.C. Pavilion at EXPO.
6. PEMC licensed and assisted in the development of several telecourses for post-secondary use. PEMC maintains a variety of distribution services including film loan, video, audio and microcomputer duplication, and broadcast on the Knowledge Network.

Table 3.3 PEMC Distribution in 1985/86

	Films Loaned	Video Sales	Micro Computer Programs Sold	Audio Tapes Sold
82/83	40,773	23,778	1,209	10,818
83/84	38,749	25,287	2,664	6,166
84/85	34,854	25,352	2,315	9,410
85/86	27,754	26,137	3,492	11,587

In 1985/86 PEMC followed up on three initiatives begun in 1984/85:

1. In cooperation with the Correspondence Branch, work was begun on a French language telecourse for Grades 6 and 7 French as a Second Language.
2. Distribution of microcomputer software increased by 400 per cent as a result of a change in distribution policy.
3. A pilot project was begun with Surrey and Armstrong-Spallumcheen School Districts to examine sale of video programs directly to schools.

PEMC continued to supply districts with evaluations of microcomputer software to assist them in purchasing decisions. In 1985/86 more than 275 software packages were evaluated.

Objectives Related to Correspondence Education

13. To provide distance learning opportunities (K–12) to school-age students and adults.

In fulfilling its mandate, the Correspondence Education Branch of the Ministry of Education enrols:

(1) school-age students in a full grade program only with the approval of the local superintendent of schools. Full grade students are those who:
   — are geographically isolated;
   — have prolonged illnesses;
   — are living temporarily outside the province;
   — are in special circumstances as approved by the superintendent;

(2) students who are attending secondary school (with the approval of the school principal) in additional courses, or courses not offered by the school;

(3) students who have left school;

(4) adults.

Regional offices in Fort St. John (secondary) and Dawson Creek (elementary) enrol students from the four northern school districts (Peace River South, Peace River North, Fort Nelson and Stikine).

The Correspondence Branch provides course papers:

(1) as reference material to teachers;

(2) under the Small Schools Project.

In the 1985/86 school year, the Correspondence Program offered 36 elementary courses, from kindergarten to grade 7, and 102 secondary courses from grades 8 to 12.

During the 1985/86 school year, elementary correspondence enrolment was 1,465. On average, 775 of these pupils were active at any given time. Average secondary course enrolment during the same period was 18,125.

Table 3.1 shows the enrolment status of a sample elementary correspondence population. Table 3.2 shows the equivalent for a sample secondary population.

Table 3.4 Elementary Correspondence Student Enrolment Status (Using August 1986 Status of Students Who Enrolled During September 1985 as an Example)

	NUMBER	% OF ENROLMENT
Completed	48	28.9
In Progress	73	44.0
Withdrew to:		
return to school	23	13.9
move	3	1.8
other (unknown)	19	11.4
TOTAL SAMPLE	166	100.0

Table 3.5 Secondary correspondence Student Enrolment Status (Using August, 1986 Status of Students Who Enrolled During September 1985 as an Example)

	NUMBER	% OF ENROLMENT
Total Course Enrolment	3024	100.0
Number actually starting	2178	72.0
Of those starting	2178	100.0
Number Completed	495	22.7
Number in Progress	596	27.4
Number Withdrew	1087	49.9

During the 1985/86 school year, the Ministry was involved in the development of 11 new courses.

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